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ABSTRACT

This teaching guide on aging contains 18 activities for students. A major cognitive objective is for students to examine and evaluate personal and societal attitudes and behavior toward aging in the United States and in other societies. When students make cross-cultural comparisons of these attitudes and behaviors they become aware that their own preconceived views of aging are not universally held. An affective objective is to help students empathize with old people, the aging process, and the problems of the elderly. The activity-centered materials in this guide are community-oriented, show cross-cultural trends, deal with values clarification, and examine aging in rural and urban Canada. Students conduct surveys, view filmstrips, analyze data charts, and read and discuss materials. Examples of activities follow. In one activity, "We Are Now Seventy," students act out their perceptions of the aged and then check out those perspectives with a group of 70-year olds in the community. "Slowdown" is a simulation which provides students with an opportunity to pre-experience the slowdown of intellectual functioning. Each activity contains an introduction and a list of objectives. It includes information about grade level, time required, and materials needed. A step-by-step procedure to following and debriefing questions is provided. A major portion of the guide provides handout materials. A pretest and posttest is included as is an extensive bibliography. (Author/NE)

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ENVIRONMENTAL EDUCATION SERIES

TEACHING ABOUT AGING

Gary R. Smith

This volume contains all teacher instructions and masters for student materials necessary for classroom use.

SO 013 978

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Despite the above acknowledgements, I alone am responsible for the content and for whatever shortcomings this book may have.

Gary R. Smith

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TEACHER'S INTRODUCTION

Let us make an assumption. When people form perceptions of others they tend to treat those others in terms of their perceptions. If one were to ask a retired person to contribute time to a local community project, the person asking the favor may well forget to ask the retired person if he has other obligations and commitments regarding his time. There is a stereotype operating here: retired people are idle and have little or nothing to do with their time. Hence, in neglecting to ask whether or not the retired person's schedule is filled before asking him to commit time to the community project, the person asking the favor is behaving (at least in part) towards the retired person in terms of the stereotype.

Moreover, the reactions of a stereotyped person or group may lead to a cycle of self-fulfilled expectations. That is, if the role of the retired person has been viewed as one of idleness, then many retired persons play this role and reinforce others' views and preconceptions about them. In this way, acceptance of a stereotyped role by members of a group leads to behavior which reinforces the stereotype and gives impetus to the continuation of the stereotyped behavior.

Let us make another assumption. When one group of people lives in relative isolation from other groups over a period of time, clusters of similar attitude and behavior traits develop within the isolated group. Thus, not only are an individual's preconceptions reinforced by the reaction of the "out" group, but the "in" group's preconceptions are collectively reaffirmed by the similarity of attitudes. This group solidarity points up the differences found among groups and leads to the collective belief that another group's behavior is strange or unnatural.

There must be some recognition by students that their own preconceptions lead them to stereotype and, especially, that they are taking liberties when they do so. The most obvious result of such liberty is overgeneralization. In other words, students need to recognize the great variety of human behavior based on reactions

to cultural and personal characteristics, while at the same time realizing the relative lack of physical differences among people cross-culturally due to the fact that we all belong to the same species.

This unit gives students the opportunity to examine our preconceptions about other peoples. Students are provided activities which are designed to help them become aware of their own views.

Another important assumption is made at this point. Behavior change is possible only after examination of the bases of behavior. The reason for providing cross-cultural data is to show students that behavior is learned, largely through the mechanism of enculturation, and that it is not simply "natural."

In other words, a major goal of this unit on aging is to show the variety of learned behavior about aging in various cultures so that students are made aware that their own views (preconceptions) are not universally held. At the same time, examining the phenomenon of aging cross-culturally can help emphasize the cultural similarity both of the aging process and of humankind's goals. After completing the unit, students may be able to go through a process of reconceptualization, redefining their roles in relation to old people and the process of aging. This reconceptualization stage consists of a dual process--unlearning old behavior and views and learning and practicing new behavior and roles. Hence, it may become necessary for some sort of behavior laboratory to evolve for students to practice new behaviors.

The overall goals of the unit are: (1) to recognize the need for change ("I've seen what my present attitudes are; I've concluded that my preconceptions aren't entirely accurate or adequate; and I need to change some of them."); and (2) to visualize a different role for oneself (I've learned by being exposed to a variety of behavior that mine is not natural, but learned. Therefore, it is possible for me to change and to see myself in a different role.").

Unit Objectives on Aging

Cognitive Objectives

To examine and evaluate personal and societal attitudes toward aging by exposing conscious and unconscious elements which have contributed and are contributing to present perceptions.

To examine attitudes and behavior toward aging in other societal contexts in order to make cross-cultural comparisons between our perspectives and those of others.

To examine alternative models of behavior towards the elderly and towards aging by studying selected case studies and how other peoples deal with the phenomenon of aging and the treatment of old people.

To recognize that our personal and societal perspectives toward aging are not necessarily universally shared, and that we are culture-bound in our definitions of old age.

To recognize that, differences not withstanding, there are common human patterns of behavior regarding the aging process and, hence, there is a need to think about and identify these common patterns.

To recognize the arbitrary nature of our behavior towards old people and to further recognize that our behavior and perceptions can be changed.

To compare student attitudes with those found in case studies of elderly people in rural and urban Canada.

Affective Objectives

To gain a sense of empathy with old people, the aging process, and the problems of the elderly in interpersonal and intergroup contact.

Skill Objectives

To hypothesize about alternative futures for the elderly and the students' roles in the future.

To be able to critically analyze media, statistical data, and non-statistical data in examining cross-cultural behavior.

To gather and tabulate raw data and form hypotheses regarding personal and community attitudes toward aging and old age.

Overview of Unit

Activity 1. MY VIEWS. A survey designed to bring out student perceptions of aging and old people. The survey is reviewed at the end of the unit as a posttest.

Activity 2. ACT YOUR AGE! Picture exercise which has students categorize the images according to whether they represent people who are acting their age or not acting their age. Designed to emphasize age stratification and role expectations.

Activity 3. PERSONAL FEELINGS ABOUT OLD AGE. Personal values-clarification inventory. Students verbalize specific feelings about old age.

Activity 4. WE ARE NOW 70. A role-playing activity. The objective in this lesson is to get students to act out their perceptions of the aged and then check out those perceptions with a group of 70-year-olds in the community.

Activity 5. STATISTICAL PROFILE OF AMERICA'S ELDERLY. A data chart is provided to get students hypothesizing about problems of the aged in America.

Activity 6. 161 YEARS OLD? Reading on exceptional longevity. Students compare similarities and differences in social and environmental factors relating to longevity in two societies: the United States and the Azerbaijan region in southern USSR.

Activity 7. COUNTING THE AGE GROUPS IN THE COMMUNITY. Students visit local department stores to identify age categories of the goods sold in those stores. Designed to generate discussion about the large number of age categories--infant, toddler, preschooler, kindergartner, teenager, etc.--used in our society and the functional value of having them.

Activity 8. COMMUNITY SURVEY ON AGING AND DEATH. A simple two-question survey is used to get at community feelings about aging. Respondents first determine the age to which they expect to live, then respond with the age to which they want to live. Students culminate the activity by debating the statement, "Growing old has a bad reputation in our society."

Activity 9. LIFE PERSPECTIVE. Students survey people in a variety of age groups to ascertain at what relative age people develop a foreshortened time perspective in our society.

Activity 10. MISCELLANEOUS COMMUNITY ACTIVITIES ON AGING. A series of community-oriented activities which address questions such as, "Who are the old in the community?"; "What are the concerns of the elderly?"; and "Where do old people live?"

Activity 11. GREETING CARDS AND CARTOONS. Uses a collection of greeting cards and cartoons to get at stereotyping the aged.

Activity 12. YOUTH FOR SALE. Students inquire into advertising to determine the value society places on youth and staying young.

Activity 13. WHAT'S IT LIKE TO BE OLD? Series of readings with which students compare attitudes of the elderly in different societies (United States and Vilacabamba in Ecuador) towards old age and aging.

Activity 14. GROWING OLD IN RURAL CANADA: MARITIMERS. Media activity involving filmstrip with cassette narration and discussion guide which is a case study on aging in rural Canada.

Activity 15. GROWING OLD IN URBAN CANADA: PENSIONERS. Media activity involving filmstrip with cassette narration and discussion guide which is a case study on aging in urban Canada.

Activity 16. SLOWDOWN. Simulation which provides students with an opportunity to pre-experience one aspect of growing old: the slowdown of intellectual functioning.

Activity 17. AGING WITH GRACE AND DISGRACE. Two groups are compared in this exercise--the people of the Israeli Kibbutz and Japan--from which students infer about the similarities between the two groups and the United States. Raises the question of cross-cultural trends in treatment of the aged.

Activity 18. WHICH COUNTRY IS BEST? Students compare four hypothetical societies and rank them according to which are perceived as "best" for elderly people. Provides a means for assessing desirable societal settings for the aged.

CONCLUSION. MY VIEWS RECONSIDERED. Students look at the survey they filled out in Activity 1. They are asked to describe the ways they feel their views regarding aging have changed as a result of the unit.

A pretest of students' views about aging and the aged.

Title: MY VIEWS

Introduction: This activity uses a semantic differential evaluation to pretest students' views about older people. After students have finished their study of aging, a similar evaluation is available to posttest students' attitudes.

Objectives:

To provide a pretest for students' views of older people.

To discuss the possible origins of some of the students' views.

To compile a composite tabulation of views among members of the class.

To infer what views of older people tend to be held in common by members of the class, and to hypothesize about the possible reasons for some commonly held views.

Time: 60 minutes

Materials: Handout 1, "Instructions to My Views"
Handout 2, "My Views"

Procedure:

Step 1. Explain to the students that they are going to be studying about aging and their views toward older people in the next few days. You will begin the study by asking them to think about their own personal views toward aging and the elderly.

Step 2. Disbribute one copy of Handout 1 to each student. Make certain that students understand the instructions and how the survey procedure will work.

Step 3. Distribute a copy of Handout 2 to each student. Tell students that the success of this survey depends upon their willingness to be honest and open about their views of older people. Students will not be graded on their responses. Names should not be written on Handout 2. Student views will be kept confidential, and no one will be forced to tell others why they believe as they do.

Step 4. When students have completed their surveys, ask them to turn them in to you. Explain that the purpose in doing so is not to grade or evaluate them, but to compile a sort of "class attitude" about the elderly by determining the mean (average) responses to each item on the survey.

Step 5. Appoint a committee to calculate the results and post them on the chalkboard. Members of this committee simply list in a column all the numbers circled for each item, add the numbers together, then divide the sum by the number of persons responding to each item. For example, as the committee looks at responses to the first item ("When I think of old people, I think of people who are kind - 1/2/3/4/5/6/7 - cruel), a possible series of responses might look like the following:

2.5
2.0
1.0
1.0
1.5
4.0
4.5
6.0
2.0
3.0
2.0
2.0

31.5 ÷ 12 (number of students who responded to the item) = 2.63

Therefore, the mean or average response to the item was 2.63.

NOTE: Of course, the interpretation of the number can become rather complicated. For instance, to get a better idea of what the figure actually stands for, you would need to compute the standard deviation for each mean number ($s = \sqrt{\frac{\Sigma}{N}}$). At any rate, the number 2.63 would indicate that those in your class who responded to the item tend to view the elderly as "kind people."

Step 6. During the time the committee is tabulating the class results of the survey, you may wish to begin discussing where some of our views about older people originate (TV, parents, peer groups, etc.). Moreover, it may be fun for the rest of the class to try to guess where some of the class responses will fall on the scale.

Step 7. Ask the committee to record the following on the chalkboard: (1) the average response to each item, (2) the number of persons responding to each item, and (3) the number of persons not responding to each item.

Debriefing:

1. After studying the results of the class survey, where do students think some of our views about older people originate (from TV, parents, peer groups, etc.)?

2. How accurate do students think the survey was in reflecting both their personal views and the group's views about older people?

3. If students would like to help themselves or someone else change some rather negative views of older people, what might they do? Explain that other activities the class will do in the next few days might provide some guidelines for change.

Picture activity which indicates how the class tends to classify certain types of behavior according to age groups.

Title: ACT YOUR AGE!

Introduction: In examining the phenomenon of old age it is essential to provide students with opportunities designed to bring out their own stereotypes of old people. These perceptions are often hidden below the conscious level. The following exercise was developed to help get out some stereotypes of old people by asking students to judge whether or not certain behaviors are appropriate for the "over 65" or "senior citizen" set.

NOTE: This activity is available in slide format for $16.00 from Donars Productions, P.O. Box 24, Loveland, Colorado 80537. Ask for "Act Your Age!" slide set when ordering.

Objectives:

To recognize that we have preconceived notions about what is appropriate and inappropriate behavior for old people.

To identify our perceptions of old people.

To discuss some of the factors--family, peer group, media, etc.--that influence our attitudes about what is appropriate and inappropriate behavior for older people.

Grade Level: K-12

Time: 1½-2 hours

Materials: Magazines from which students can clip pictures of persons acting their age and not acting their age.
Handout 3, "Picture Exercise"

Procedure:

Step 1. Tell students to go through the stack of magazines and cut out pictures they think represent people who are both acting their age and people who are not acting their age. After the class has clipped a number of pictures, ask them to select 20 and number each picture on its reverse side.

Step 2. Instruct students that as they view the pictures, they are to place Xs by the numbers of those pictures they feel represent people who are not acting their age and Os by the numbers of the pictures they feel represent people who are acting their age.

Step 3. Distribute copies of Handout 3 to the students.

Step 4. Flash the pictures in numerical order, so that students can see them. As you're doing so, the students should be filling in Handout 3 as instructed.

Step 5. Appoint a group of students to compile the class data on how many students placed Xs and Os by each picture.

Step 6. Record data on the chalkboard.

Debriefing:

1. Which of the scenes depict behavior that is most inappropriate for old people? Why? Does the whole class agree? For what reasons?
2. Were some pictures difficult to decide upon? Why?
3. What experiences or episodes in students' lives do they think have made them react to the pictures as they have?

Some Suggested Pictures:

1. old man fishing
2. teenagers dancing
3. old woman playing drums in a rock group
4. old person at a prescription counter
5. teenager, seated in a rocking chair
6. old person dressed in mod clothes and riding a chopper cycle
7. old person playing with a young child on the grass
8. old person leaning down to kiss a young person on the forehead
9. young teenager dressed in mod clothes
10. centenarian running a race with high school track team
11. old man with long hair
12. old woman and man sensually embraced
13. old couple at a political rally for a Communist candidate
14. old woman in a swimsuit at the beach
15. old couple (over age 90) in a "single's bar"
16. young middle-aged man posed as a patient in a nursing home
17. old person seated in a wheel chair in a nursing home
18. old person drinking wine out of a bottle
19. 8-year-old drinking a beer, smoking a cigarette
20. college-age couple at the park drinking wine out of a bottle

Personal questionnaire about aging and older people which can be used as a values clarification exercise.

Title: PERSONAL FEELINGS ABOUT OLD AGE

Introduction: Another way of getting at preconceived notions about old age and growing old is to get students to state their feelings about old people. Student participation in the survey should be voluntary, but encourage involvement.

Objectives:

To verbalize and discuss specific feelings about old age and old people.

To recognize that many feelings are not unique to individuals by discussing personal feelings with others in a group.

Grade Level: 4-12

Time: 50 minutes

Materials: Handout 4, "Personal Feelings about Old Age"

Procedure:

Step 1. Distribute one copy of Handout 4 to each student. Ask them to respond as fully as they can to the questions in order to facilitate group discussion. Allow about 10-15 minutes for them to write down their responses.

Step 2. Either break the class into small groups or proceed with the follow-up discussion with the whole class. If you choose to have students break into small groups, instruct them to try to reach consensus on their feelings, appoint a leader for discussion purposes, and have him or her report to the class after about 15 minutes of group meetings. Then, proceed with the follow-up with the whole class.

Follow-up (Optional):

1. What similar answers were there within the group?
2. Tabulate the data on question 5 and have a group of older people in the community comment on the results. For example, many young people might assume that one common place to find older people would be in nursing homes. However, in most American communities only 5% of people over the age of 65 reside in nursing homes. A comparison of where old people actually live with where students think they live might be interesting.

3. Do students feel that their responses to the seven questions would be shared by most people in their age group? By their parents? By most of the people in their community? By people in other countries? Why or why not in each case?

4. By this point, it should be clear that our attitudes about old people and growing old are dependent in large measure on our frames of reference. It might be useful to re-emphasize this notion by having students name as many different frames of reference as they can. You can get them started by saying something like, "Now that we've seen that our attitudes toward old people and aging are determined by many influences, let's take the next few minutes and list on the chalkboard as many of these influences as we can." If need be, you can begin discussion by listing some such as a person's age group or culture.

Students role play a conversation among elderly persons about religion, sex, philosophy, and politics. After they have role played the conversation, they can check the accuracy of their perceptions by inviting a panel of older persons into class to discuss the same topics.

Title: WE ARE NOW 70! A Role-Play Activity*

Introduction: One of the goals of this unit is to have students gain as much empathy as possible for those people in our society considered "old." One way of providing an opportunity to gain empathy is via the following two-stage process: first, a volunteer group of four or five students is asked to role-play a group of 70-year-old people having a discussion about some major human issues. Second, after students have role-played their perceptions of how 70-year-olds would act and what they would say about such topics as religion, sex, and politics, they will be given an opportunity to listen to an actual discussion of persons aged 70 or older on those very topics. It is suggested that you not tell the students about the planned visit of the 70-year-olds until after they have done their role-play. The object here is not to trick them, but to maximize what they might learn from comparing their perceptions of the aged with their actual observations of the aged.

Objectives:

To provide an opportunity to inquire into the perceived actions and feelings of old people regarding politics, meaning of life, sex, young people, and religion.

To check out perceptions of older persons' attitudes toward the listed topics against an actual discussion of those topics by older people.

Grade Level: 9-12 (By simply altering the topics, this activity would be very appropriate for use in lower grades)

Time: Four class periods

Materials: One cassette tape recorder

*Adapted from a suggestion by Bob Clifton, Metro State College, Denver, Colorado.

Preparation:

1. A number of days before you begin this activity, locate four or five people in the community who are at least 70 years old. Invite them into the class to discuss their feelings about some key human issues. Tell them that the class is very interested in listening to and finding out about how older people in the community feel about subjects like politics, the meaning of life and religion, and that they will be asked to sit in a circle in front of the class and express their thoughts and feelings. The reason we suggest that this stage of preparation occur several days before the activity is that it may take a good deal of time to make the necessary arrangements. Make certain your older citizens group is composed of both men and women.

   NOTE: At this point, the role-play is still unrelated to the invitation of the older citizens into the classroom. Do not mention to students that the culminating part of the role-play will be to hear people over 70 actually discuss the same issues dealt with in the role-play. Some teachers may feel that telling students about the whole scheme would actually benefit and enhance the learning experience. If so, fine. We think it would work either way.

2. Explain to the class that you need a group of four or five students to volunteer to role play a group of 70-year-olds holding a discussion. When your group of volunteers has been chosen, tell them they are to hold at least a 25-minute discussion the next day in front of the other class members. Tell the group they may dress up, use makeup, and imitate the actions of 70-year-olds. Don't tell them what the discussion topics will be, but do tell them they will be discussing some very important human issues as a group of 70-year-olds would discuss them.

3. Have a tape recorder on hand to record both discussion groups. It is essential to record the sessions.

Procedure:

Step 1. *First day.* The group of volunteer students should be wearing appropriate garb and be "in the mood." Seat them in a semicircle in the room. Tell them they have 25 minutes to discuss the topics you are going to list on the chalkboard: POLITICS, THE MEANING OF LIFE, SEX, YOUNG PEOPLE, RELIGION. They should express their feelings and thoughts as 70-year-olds on these topics.

Step 2. Have a tape recorder set up for recording the discussion. You might get the session started with something like, "Class, today we have invited into our midst a group of 70-year-old citizens from our community who are going to share some of their thoughts as senior citizens about some major issues of our times. Let me start the group off by asking the following question: What are some of your thoughts and feelings about the subject of politics?" Allow discussion of this topic to proceed for five minutes (no longer!).

Step 3. At the end of five munites say, "At this point I would like to switch the topic of our group discussion. As a group of senior citizens, I would now like you to express your thoughts and feelings about sex. Please begin." Allow five minutes only! Then, at the end of five minutes, switch the topic again. "Now, senior citizens," (it is important to keep reminding them that they are playing this role), "for the next few minutes I would like you to express your thoughts and feelings about the meaning of life." Again, end the discussion, no matter what, in five minutes. Follow the same procedure for changing topics for the remaining two topics, young people and religion.

Step 4. *Second day.* Use this class period to play back the taped recording of role-play discussion. The class, including your group of volunteers, should write down on a piece of paper the attitudes and thoughts expressed by the group as each topic was raised for discussion. After the recording has been played back, discuss the following two questions with the class:

a. How well (accurately) do students think the discussion group played their roles? Would 70-year-olds act as the students did? In what ways?

b. What were some of the more outstanding attitudes conveyed about each of the topics?

Step 5. At the end of this class period, announce to the class that tomorrow they can expect a visit in class from 70-year-olds from the community. This group of senior citizens has been informed that the class has been studying aging. Their task will be to discuss their feelings and thoughts about the same topics.

Step 6. *Third day.* Invite the group of older citizens into the class. Seat them in front of the class. Explain to them that this class has been studying the topic of aging and that they are very interested in having this group share some feelings and attitudes with them. Explain to the older citizens group that they will have about 25 minutes in which to discuss the major topics which you will write on the chalkboard: POLITICS, THE MEANING OF LIFE, SEX, YOUNG PEOPLE, RELIGION. Explain that you are aware of the very limited time they have, but encourage them to do the best they can (without being patronizing, of course). Explain to the older citizens' group to get out as many ideas and feelings about the topics as they can given the limited time periods. Be certain you have a tape recorder on hand for the discussion.

Step 7. You might get the session started by saying something like, "Class, today we have invited into our room a group of older citizens from our community. They have graciously consented to share with us some of their feelings and thoughts concerning some key human issues in today's world. Let me start the group off by asking the following question: What are some of your thoughts and feelings about the subject of politics?" Allow only five minutes time for each topic. Use the same procedure as outlined for the role-play.

Step 8. If time remains after all topics have been discussed by the guests, allow students to ask questions.

Step 9. *Fourth day*. Spend this day playing back the recording of your 70-year-old group. Hold a debriefing discussion of the following questions.

Debriefing:

1. Were there any surprises regarding the older citizens' attitudes about some of the topics?
2. How accurate were: (1) personal perceptions; (2) the role-playing group's perceptions; and (3) the class' perceptions of older people regarding their behavior, actions, and attitudes about the topics?
3. Have students write a short paragraph describing what they learned about older people from this activity. Have them write a second short paragraph describing what they learned about themselves from this activity.

Students make hypotheses using statistical data, then brainstorm ways of testing their hypotheses.

Title: STATISTICAL PROFILE OF AMERICA'S ELDERLY

Introduction: A data chart is one quick way of providing students with an overview of America's elderly. In addition to developing inferential skills, a great deal of information about old people can be gleaned from the figures. Ideas for using statistics are included as a way of structuring the use of the data. You should feel free to use or not use the data as you see fit.

Objectives:

To make inferences and hypotheses about old people in the United States based on statistical data.

To recognize possible uses of statistical data in providing information.

To raise questions about the adequacy of statistics to answer questions.

Grade Level: 7-12

Time: One hour

Materials: Handout 5, "Statistical Profile of America's Elderly"
Handout 6, "Suggested Use of Statistical Profile of America's Elderly"

Procedure:

Step 1. Distribute copies of Handouts 5 and 6 to each student.

Step 2. You might have students do parts I and II of Handout 6 either individually or in groups of two to three students. Part III could be done either in small groups or with the whole class.

Teacher's Guide to Handout 6:

1. Make 10 hypotheses about old people in America based on the statistical profile. Possibilities include the following: People in the United States are considered elderly at the age of 65. If the old are increasing in number faster than any other age group, then the age composition of our society is changing. An overwhelming percentage of old people are classified as whites. Nearly 60% of the elderly are women. The largest proportion of people over 65 live in the Midwest and in Florida and Arkansas. States having the largest total populations seem to have the largest numbers of old people living there. As a group, the 65 and older population is less well off economically than those younger.

2. List five to ten questions students have about old people that the statistical profile can't answer. Where would students go to find the answers? Now, go find them. Possibilities are quite numerous here. Why do women tend to outlive men? Why are there so many more widowed women than widowed men? Why is there such a high concentration of elderly people in Florida and in the other states listed?

3. If student interest is high, brainstorm with the students where they would go to find answers. For instance, in what books would they look, what people would they interview, what media could they use. It is strongly suggested that those students who are interested in pursuing the answers to the questions raised be given the opportunity to do so.

Additional Questions:

1. Why is 65 used as the designated age at which people become "old" people in this country? (Age 65, by implication, designates "elderly" in the United States.)

   NOTE: Historically, the age of 65 evolved from the 1930s as a convenient way of setting retirement issues. It is a subject of great controversy among politically sensitive groups seeking reform for the aged as well as among many old people individually. A dysfunctional aspect of using 65 as a demarcation point is that it tends to put people who are 65 and older all into one category, thus helping reinforce stereotypes about the age group. You might point out to students, if they don't raise the point, that 65 is very much like other arbitrary ages used in our society--21 for majority; 18 for voting; 12 and under considered "children" in amusement parks and movie theaters. While it is convenient and even necessary to have these ages for administrative and political purposes, one must recognize that they exist for those purposes alone.

2. Which states have the most active senior citizens' groups? (Florida, for one, has a politically active older citizenry.)

3. Why is the percentage of men over age 65 who are married with a spouse present so much higher than it is for women in the same category? (One obvious explanation is that since women tend to outlive men, especially as the ages of both sexes increase, the imbalance leaves men with spouses present while the reverse is true for women.)

4. What do the percentages on divorce indicate about the marriage and divorce patterns of the elderly? (An overwhelming number of persons over 65 are married. Very few over 65 get divorced. However, these figures are constantly changing. Some gerontologists believe that longevity is connected to marriage patterns--persons who live long tend to have stable marriage patterns.)

5. Which of the two sexes appears to be healthiest according to the statistics? Why do you suppose this is true? (Almost all statistics report that women tend to outlive men, thus one could conclude that women are healthier in terms of longevity. You need to probe additional sources for answers here, but many gerontologists and sociologists state that a contributing factor is life styles. These behavior patterns are changing, however, and so are the statistics.)

6. What statistics might indicate the plight of America's elderly? (Answers are numerous here: income statistics; poverty statistics; changing age composition figures; racial composition figures; etc.)

Student reading on exceptional longevity can be located, duplicated, and used for a fascinating discussion about old age.

Title: 161 YEARS OLD?

Introduction: Popular literature abounds with articles, essays, and entire volumes on people with exceptional longevity. The mere idea of a person living to be 161 as stated in the suggested reading may fascinate even the most passive reader.

But there are other reasons for including this activity. Consider this: In the United States, a nation which prides itself on medical know-how, there are about 6 centenarians per 100,000 population; in the Azerbaijan region of the Southern USSR, away from the abundance of medical knowledge available to industrialized societies, there are about 84 centenarians per 100,000 population. In other words, when measured by numbers of centenarians or simply by numbers of people over the age of 65, there is considerable difference between longevity in the United States and longevity in Azerbaijan, as well as in other areas of the world. Are there elements in our society--life style, pace of living, diet patterns, work patterns, attitudes, medicinal practices--that help account for the differences? Moreover, are there things we can learn from a study such as the one about Azerbaijan that can give us clues to our own aging processes and problems? The suggested reading ("161 Years Old?") and follow-up questions imply that such a cross-cultural study of aging might yield important data for us regarding aging in our personal lives and in our society.

Objectives:

To compare similarities and differences of social and environmental factors relating to longevity in two societies--the United States and the Azerbaijan region of the southern Soviet Union.

To identify possible behavioral changes students could make to increase the prospects of a longer life span.

Grade Level: 7-12

Time: One hour

Materials: Locate article from *Life* magazine, "161 Years Old and Still Growing," by Peter Young, Sept. 16, 1966, pp. 121-127, for students to read.

Procedure:

Step 1. Hand out copies of the article to students and have them read it.

Step 2. Discuss follow-up activity and questions.

Follow-up:

1. Make two tables on the chalkboard and have students provide information to fill in the charts. Some differences are suggested in parentheses.

   NOTE: What must be stressed here is that when we compare a very small rural community with such an amorphous group as the population of the United States, then we can only speak in gross generalities about the latter. Obviously, many people in our society do much to enhance their chances of longer and better lives. What we are talking about here are general societal conditions and attitudes. Put another way, how many opportunities in our society are there for elderly people to assume a genuine, not perfunctory, role in decision making?

DIFFERENCES BETWEEN OURSELVES AND THE AZERBAIJANS

social environment	elders respected; age venerated; aged role in community affairs genuine, not perfunctory
attitudes of old people	many have zest for living, concentrate little on death, although some do want death to come; lack of fear of death; simplicity in view of what life is all about; lack of heavy emotional burdens
physical environment	rigorous; must do much walking and exercising as part of daily routine; much mountain climbing involved--dilates blood vessels; lifelong physical exertion to build up muscle tone, cardiovascular system
diet	devoid of much carbohydrate and saturated fat; emphasis on green leafy vegetables; caloric intake is 700-800 calories a day less than average American
economic situation	older people have important roles in the work of the community; they are not regarded as competition for younger workers

SIMILARITIES BETWEEN OURSELVES AND THE AZERBAIJANS	
social environment	need to communicate; need to relate to others; need for self-fulfillment, self respect, and societal support
attitudes of	many older people have a simplistic view of life; many older people lead active lives, go places, become involved--in contradiction to the stereotype of idleness
physical environment	people who work with their arms and hands in physically demanding work are in substantial numbers; there is an obvious big difference in this category because so few people are engaged in lifelong physical challenges
diet	dietary needs are basically the same the world over; requirements for an ideal diet are present and available to great numbers of the population; cultural and personal preferences and availability of certain food items create differences in diet
economic situation	older people are part of the larger economic society

2. According to the items students have discussed concerning the similarities and differences between the United States and Azerbaijan and the article they read, much has been said and more certainly needs to be researched about what one can do to increase his or her life expectancy. Have students suppose for a moment that they have decided they want to live to be 100. Have them take a personal inventory of their habits and attitudes and list what things they would do to try and accomplish their goals. Let them share the list with other students. Can the class identify a "master list" of DO and DON'T for longevity? (Suggested responses might include: changes in diet, less fat and carbohydrates, etc.; more physical exercise; seeking more ways to relax; trying to find ways to relieve emotional traumas.)
3. Discuss how much of the burden of responsibility do students place on their own shoulders for their life expectancy? How much responsibility on society's shoulders? How much on heredity?

Students go out into their community to document evidence of age stratification in our society.

Title: COUNTING THE AGE GROUPS IN YOUR COMMUNITY

Introduction: A central concept of this unit is *age stratification.* Understanding this phenomenon should help students to see why we expect certain age groups to behave in predetermined fashions. Furthermore, even though students may be aware that we group people according to age within our society, they are probably not aware of the great number and variety of these groups. The following exercise will provide students with experience in identifying the variety of age categorizations so that they may begin to better understand some of the behaviors that are expected for people within each age group.

Objectives:

To identify specific age categories and to discuss why it is useful to have such categories.

To recognize that our society defines and makes use of a variety of age categories.

To infer from an age classification what behaviors might be expected of the people in the category.

Grade Level: 4-12

Time: Two class periods

Materials: Handout 7, "Age Categories among the Kalingas of the Philippines"

Procedure: (can be used with whole class or a small group)

Step 1. Divide class into groups of four or five students. Explain to the groups that they are to go into local stores to find out how many age classifications are used there. Have each group choose one student as a recorder who is responsible for writing down the age categories identified by the group.

NOTE: To encourage generating as many classifications as students possibly can, you might arrange for the groups to be in competition with each other--perhaps awarding a prize to the group with the longest list of categories.

Step 2. Assign each group in your class to a local store. (It would be a good idea to inform the managers of the stores you're planning to use. If you live in a very small town, all the groups could use the same store.)

Step 3. Upon returning to the classroom, each group recorder should go to the chalkboard and list the age categories identified by their group.

Step 4. Discuss the following questions:

a. According to the lists on the chalkboard, how many different age classifications did the class as a whole discover? (A partial list would include infant, toddler, kindergartner, teenager, college age, young adult, newlyweds, middle-aged, elderly, as well as specific year categories such as ages 5-7, 18 months-2 years.)

b. Why were some items in the stores aimed at particular age groups and other items aimed at other age groups? (A toy train is aimed for the kindergartner or young child because of expectations that the age group plays with toys, has the manual dexterity to play with the toy, etc. Hair color designed to tint gray hair is aimed at a middle-aged or older market because it is assumed that many people in that age category want to color gray hair.)

c. What would make it illogical to sell a doll with a label marked "for ages 65 and older"? (Here, you need to deal with expected behavior of age groups. In our society, people over 65 are simply not expected to play with dolls. If they do play with dolls, they are considered abnormal because *the behavior is not normal for their age group.*)

Step 5. Distribute copies of Handout 7, "Age Categories of the Kalingas of the Philippines." Ask students to compare the list of categories they discovered in their own community with the list on the handout. How are the two societies different in the ways they determine an age group? How are they similar?

NOTE: Students should be able to point out that many of our age categories refer to or relate to our economic system--the age at which a person can wear a certain size clothes, for example. Much of the age categorization of the Kalingas revolves around the degree of independence of the child from its mother. In terms of similarity, students should point out that all societies regardless of time or space find it useful to categorize by age. Some societies are rather elaborate in the process, as are we in the United States.

Students survey people in their community to find out how many people would prefer to die before their time.

Title: COMMUNITY SURVEY ON AGING AND DEATH*

Introduction: The assumption that old age has a somewhat bad reputation in our society can be tested by having students administer a simple two-question survey to the community. Research conducted by sociologists indicated that up to 25% of respondents to the survey said they wanted to die before their bodies would fail them physically. How would your students and members of your community respond?

Objectives:

To compare data gathered in a community with the assumption that old age is looked upon with disfavor in our society.

To gather and interpret data about peer, community, and societal attitudes toward old age and growing old.

Grade Level: 6-12

Time: Three class periods

Materials: Handout 8, "Community Survey"

Procedure:

Step 1. Hold a brief discussion (10-15 minutes) to orient students to the idea that many people in our society seem to want to die before they expect to. One way of doing this is to write the following statement on the chalkboard and discuss: I WOULD RATHER DIE FIRST THAN LIVE TO BE 100. Ask students how many would agree to the statement. How many would disagree? Focus the discussion on the "whys" and "why nots." You might conclude the discussion with the question, "Do you think most people in our community would rather die than live to the age they expect to?" If the class is interested in finding out, proceed to the survey.

Step 2. Duplicate enough copies of Handout 8 to survey by random sample a section or all of your community. For example, if your community or neighborhood is a typical suburb, you might choose an 18- or 20-square-block area, roughly estimate the number of people living there, and then duplicate enough copies of the handout to survey ten percent of the residents.

*Adapted from an idea by Robert Kastenbaum in "Age: Getting There Ahead of Time," *Psychology Today* (December 1971).

Step 3. Divide the class into groups of two to three students and give each group a portion of the handouts.

Step 4. Draw a rough map of the community section or neighborhood you want to survey on the chalkboard. Mark off sections of the map and assign each group a section in which to administer the survey.

Step 5. Set aside a class period and send the groups out to administer the survey. Instruct them to *randomly* choose the people they are to survey. For example, have them go to every third door or fourth door. Explain to them that it is not necessary to survey all of the people in their section, but they should bring back as many completed handouts as they can.

Step 6. Appoint a committee of students to tabulate the results. Instruct this committee to record the following on a sheet of paper:

a. the number of people who circled a *higher* age on A than on B

b. the number of people who circled a *lower* age on A than on B

c. the number of people who circled the *same* age on A and B

d. the number of people who did not supply sufficient data to place them in any of the three categories above

Step 7. Have the committee convert all of the numbers arrived at in the four categories above to percentages. List the percentages and categories on the chalkboard. A possible list might look as follows:

--66% (or 33 people out of 50) circled a *higher* age on item A than they did on item B

--2% (or one person out of 50) circled a *lower* age on A than on B

--30% (or 15 people out of 50) circled the *same* age on both items

--2% (or one person out of 50) did not complete the survey (NOTE: this item may not be a relevant category in your survey)

Debriefing:

1. Do the results of this survey as listed on the chalkboard surprise students in any way? If so, how and why? If not, why not?

2. Did the poeple surveyed agree with student desires and expectations about the age when they will die?

3. What do students think the results of this survey indicate about community attitudes towards growing old? (If the results were similar to those used in the example in Step 7, students might respond that most people in their community seem to want to die before they expect to, and that old age is looked upon rather disfavorably. They might also respond that a rather large percentage of the people surveyed seem to be satisfied with living to the age of their expectation.)

4. Old age and growing old seem to have bad reputations in our society. Do the data students collected in their community tend to prove or disprove that notion? Why or why not? (If the percentage of those people who responded to A with an older age than to B is high, students might well conclude that at least in their community people look down upon growing old.)

5. Ask students to elaborage on the comments at the bottom of the questionnaire from some of the people. Try to bring out as many different comments as possible. Why do students think people responded the way they did to the two items on the handout?

Students administer a community survey to find out the ages people consider important in their lives.

Title: LIFE PERSPECTIVE*

Introduction: A hallmark of old age is supposed to be a foreshortened time perspective. That is, the older person seems to avoid thoughts about the future because he or she has so little of it left. This is one stereotype that can be checked by administering a three-question survey to three different age groups.

Objectives:

To gather and interpret data in order to test the hypothesis that the older a person gets, the more past-oriented he or she becomes.

To develop data gathering, hypothesizing, and testing skills.

Grade Level: 6-12

Time: Three class periods

Materials: Handout 9, "Survey" (about 100 copies)

Procedure:

Step 1. *First day.* Put the following statement on the chalkboard. "AS A PERSON BECOMES OLDER, HE LOOKS MORE AND MORE AT THE PAST INSTEAD OF THE PRESENT AND FUTURE."

Step 2. Ask how many students agree with the statement and how many disagree. Get students to state their reasons. Ask if they would like to check out the statement with different age groups.

Step 3. *Second day.* Have a group of students administer Handout 9 to 25 students in the school.

Step 4. Appoint a committee to tabulate the results by answering three questions:

a. How many answers (total responses) were years beyond the ages of the respondents, were years in the future of the respondents?

b. How many total answers were the present year?

c. How many total answers were past years in the respondents' lives?

*Adapted from an idea by Robert Kastenbaum, "Age: Getting There Ahead of Time," *Psychology Today* (December 1971).

Step 5. The same day, have another group of students administer Handout 9 to 25 adults in the community between the ages of 30 and 40.

Step 6. Repeat Step 4 for this group.

Step 7. *Third day.* Have a group of students administer Handout 9 to a group of 25 people in the community age 65 or older.

Step 8. Repeat Step 4 for this group.

Debriefing:

1. What differences were there among the three groups in the responses to the question? Were there more people in the over-65 group that answered all three years in the past than there were in the other two groups?
2. Does the survey and its results prove that the older people get, the more past-oriented they become? What additional information, if any, would students need to prove or disprove the statement?

A collection of varied fun-type community activities.

Title: MISCELLANEOUS COMMUNITY ACTIVITIES ON AGING

Introduction: Action and understanding on the community level may be the means for students to develop a sense of efficacy about what action they might take towards the problems of old age. This action orientation combined with broader understanding and perspective about aging is an excellent way to begin defining students' roles in society. The following activities can be used to check out personal, peer group, and community perceptions regarding old age and aging.

Objective:

To address the following questions and concerns:

Who are the "old" in my community?
What are the concerns of old people, and do I share the same concerns?
Where do old people live?
What kinds of things do old people do with their lives?
How do old people live financially and socially?
Do old people think and act as my expectations would indicate?

Grade Level: 6-12

Time: Varies

Materials: None

Nine Activities:

1. Ask a group of students to visit a nursing home. Encourage students to interact with the residents to find out as much as they can about how old people live, how they feel, and what their concerns are within the institutional setting.
2. Have your students find the oldest and the youngest things in your community. Rank by age the things you and other students find. How do students think age is determined with regard to these objects? Compare how we determine the age of these objects with how we determine the age of people. What are the similarities and differences?

3. Interview an elderly person who would like to talk with you, and try to reach as many conclusions as you can about his life. Share your conclusions with the person, checking out your perceptions. Then, share your conclusions with others in your classroom. Can the class make generalizations about the older people who were interviewed?

4. Visit some old people and find out what their major concerns are. If they mention problems, try to work out ways for them to solve these problems. Are their problems much different from those of your students' age group? In what ways are they different? In what ways are they similar? Share your findings with your class.

5. For a minute, pretend to be an old person. Decide what you would act like and how you would feel. Demonstrate the action to the class and describe your feelings. Check out the role you played with your students. Do they agree with your perceptions of what it would be like to be an old person?

6. Conduct a survey (make up 20-25 questions) to check out class perceptions about old people. What are the results?

7. Examine advertisements from TV, radio, and magazines and determine what you and your students think the ads say about how our society views aging. For example, which of the ads might indicate that aging is a "blessing"? A "curse"? Which evidence seems to indicate that we are youth-oriented? That we revere old age? Make as many conclusions about our society and aging as you can based on the advertisements you collect. Then bring in additional pieces of data (pictures, cartoons, advertisements, articles) that support or disprove your conclusions.

8. Invite old people into the classroom to share their thoughts and experiences with your students. Try to find out as much about them and their concerns as you can.

9. Brainstorm as many ways as possible to include old people in the activities of your school and community. Then, organize and implement your list of ways. (For example, why not try to enlist elderly people as teacher aids--with pay of course!)

Students collect a data bank of cartoons and humorous greeting cards related to aging in our society.

Title: GREETING CARDS AND CARTOONS ON AGING

Introduction: One way of examining the prevalence of stereotyping that affects attitudes toward old people and the aging process in our community is by having students examine data that they see every day but are not conscious of. Two possibilities are dealt with in this exercise--contemporary greeting cards and magazine cartoons. Students can quickly uncover the stereotypes our society has formulated by looking at this data bank and jotting down stereotypes they feel the various pieces are using to describe old people.

One of the most pervasive stereotypes of old people is that they are both physically incapacitated and very "fragile." Students will see that a number of the greeting cards and cartoons relate to this image. In this context it would be interesting to remind them of the story of Gabriel Sanchez (Handout 13, "What It's Like to Be Old," Activity 13 in this unit) and of the fact that an old person is director of the physical fitness program for the state of California--he is 107 to be exact! Show them the series of pictures of senior citizens engaged in athletics. These may be atypical people, but more typical than the stereotypes suggested in the greeting cards and cartoons. 70% of those over 65 in the United States have no major physical impairment, are not hospitalized or institutionalized, and are much more mobile physically than other people realize.

Objectives:

To identify stereotypes of aging and old people in popular media--contemporary greeting cards and cartoons.

To recognize that stereotypes are reinforced by humor; to think about the value of using images as humor.

To recognize that the greeting cards and cartoons reflect the attitudes and behavior of the cartoonists and of society in general more than that of the aged.

To analyze information and make inferences about stereotyping from it.

To react emotionally (with laughter or frowns) to data that use images of the elderly to evoke laughter.

Grade Level: 4-12

Time: One class period

Materials: Collection of cartoons and greeting cards showing old people
Handout 10, "Pictures of Old People"

Preparation:

1. Acquire a collection of greeting cards and cartoons depicting elderly people. Have students bring some from home. Or, they can be collected by students over a few days by sending them to drugstores, greeting card stands, and stacks of popular magazines that contain cartoons. *New Yorker* and *Saturday Evening Post* are excellent sources that contain cartoons about aging and the elderly.
2. Put a large table or desk in your classroom; lay out pictures of greeting cards and cartoons on it.

Procedure:

Step 1. Explain the following to the students:

> We have looked at your own preconceived ideas or stereotypes about aging and old people. Recall the lists of adjectives you came up with during the first day's lessons with the pictures. Today you will be involved in looking at stereotypes as used in the popular media in our society. This will allow you to recognize that the notions you have about aging and old age may be similar in some respects to those of the society you live in, and may be different from those views as well.

Step 2. Distribute copies of Handout 10 to students. Explain the activity to the students: You have now a form to use for this activity. You are to come up to the table, examine each item on the table, and write down a word or phrase that describes the stereotype used in each picture.

Step 3. Allow 15 or 20 minutes for students to do the activity. If your class is very large, you might want to break into smaller groups so that fewer people are around the table at one time.

Step 4. Hold a class discussion of the following questions:

a. What stereotypes were displayed in the pictures? Have all the students read their lists and write responses on the chalkboard. (physically unattractive; unproductive; idle; wise; have little to do and want little to do; unable to retain their memories; wear false teeth; fragile; unhappy because they're old; etc.)

b. What stereotype or stereotypes did you find most commonly used in the pictures? (physical incapacity; physical unattractiveness, etc.)

c. How accurate do you think these stereotypes are? Point out that, while many of the things listed do apply to old people, the question is to how many old people do they apply and to what degree. Mention that 70% of people over 65 have no serious physical impairments, that a great majority of old people want to retain a measure of independence, that they seek opportunities to get outdoors, and that, finally, their wants and needs are really no different than those of anyone else in our society.

d. Show pictures of elderly people engaged in athletics. Ask the students how the pictures interfere with stereotyping.

e. Do you think older people would be offended by some of the greeting cards and cartoons? If so, which ones? If not, why? (Some persons might well be offended--and not just older persons!) Would you consider sending some of the cards to older people on their birthdays? Why or why not?

f. Do you think it is ethically right to use stereotypes for humorous purposes? A difficult question. Humor can be a release, but it can also reinforce existing images we have of old people.

Students examine advertisements to uncover stereotypes about aging and ways in which product manufacturers reinforce certain stereotypes.

Title: YOUTH FOR SALE

Introduction: One way to inquire into the importance that a society places on youth is to examine its advertising. The central question is, how do advertisers use attitudes about aging to sell a product?

Objectives:

To recognize the value which society places on youth and staying young.

To examine data (advertisements) and infer values and attitudes from them.

Grade Level: 5-12

Time: Two class periods

Materials: Handout 11, "Youth for Sale"

Procedure: (Can be done with a whole class or a small group)

Step 1. Explain to the students that they can often tell how youth-oriented a society is by examining its advertising and that advertisers and their companies often use our preconceptions about old age and aging to sell products. Explain to them that they are to spend the next couple of class periods looking into youth-oriented ads.

Step 2. Ask students to bring into class the next day copies of old magazines they have at home. Explain that the magazines will be returned and that the object is to bring in as many magazines as they can comfortably carry so that there will be plenty for the class to use.

Step 3. Distribute Handout 11 to students. The first part should be used to get students started with the inference procedure. The use of other advertising collected and demonstrated by the students is the real heart of the exercise.

Step 4. Have students study the three advertisements on the handout. Have them fill in responses to the question on the page regarding each of the three advertisements.

Step 5. Discuss responses to the question on the third page of the handout for each of the three advertisements.

Step 6. Instruct the students to find as many other examples of advertising as they can that focus on age and youth in the magazines brought in for the day.

Step 7. Discussion

a. Ask for volunteers to hold up examples of advertising that illustrate "youth for sale" or age consciousness. Have them explain to other members of the class why youth is important, according to the advertisement.

b. What preconceived notions or stereotypes are the advertisers using to sell their products? (Advertisers are using the stereotype of "young is beautiful, old is unattractive"; "older people are not capable or are too much a risk to hold jobs"; "the best looking hands are young looking hands.")

A series of three readings to compare different perspectives on aging.

Title: WHAT'S IT LIKE TO BE OLD?

Introduction: If students are to escape the trap of stereotyping the aged, they need experience with a variety of life styles of older people. Moreover, if today's teenagers are to begin to come to terms with how they can adjust to the phenomenon of aging in their personal lives, they need to recognize the importance of their own attitudes and behavior about growing old and being old. The series of readings in this exercise can help students begin to think about themselves in relation to these two goals. The culminating activity to the activity can help reinforce the importance of perception.

"Nellie James" is a pathetic story about an old woman who has simply given up on life despite not being incapacitated physically. What is interesting here is that there are a number of Nellie James amongst us, some much younger than the character in the story, who "die before their time." Students may well feel after reading this selection that old age is something to be avoided. In juxtaposition is a fascinating account of prolonged longevity--"Gabriel Sanchez." Senor Sanchez' views about life and his attitudes toward aging are revealing. In contrast to Nellie James, Sanchez is robust and has a zest for living, giving little or no thought to death. At this point students may get the idea that Gabriel Sanchez' environment provides the final answer to living long and enjoying life. The "Fannie Lemon" story quickly dispels the idea that enjoyment of life in the later years is confined to rural mountain villages in remote places of the world. Yet Sanchez and Fannie Lemon share much in attitude for the discerning reader to uncover.

"Go Ask an Octogenarian" is designed to provide students with the opportunity to interview someone who, by society's chronological standards, is quite old. They inquire into that person's attitudes regarding aging and old age. There are a number of people who live to be quite old and who are very pessimistic about old age, but the great majority reflect attitudes similar to those of Sanchez and Lemon.

Objectives:

To read about older persons' experiences of growing old and think about attitudes and behavior toward aging.

To read three accounts of aging and compare them.

To interview an elderly person about his/her attitudes toward aging and old age.

Grade Level: 7-12

Time: One to three class periods

Materials: Handout 12, "Nellie James"
Handout 13, "Gabriel Sanchez"
Handout 14, "Fannie Lemon"
Handout 15, "What's It Like to Be Old?"
Handout 16, "Go Ask an Octagenarian"

Procedure:

Step 1. Give students copies of Handouts 12, 13, and 14 to read. They can read the handouts outside of class time (they could also be given Handout 15 to complete at the same time; then cancel Step 3). Or, distribute the handouts one at a time, allowing class time for students to read and absorb one before receiving the next one to read.

Step 2. (Possibly on Day 2.) The big question for students to ponder is the impact of *attitude* and *behavior* of the three characters in the stories. Does one's attitude about being old and growing old make a critical difference in one's happiness and adjustment? The implied answer is yes. What would your students say?

Step 3. Distribute copies of Handout 15 to students. Either allow class time for students to work on the handout, or have them complete it out of class time. Discuss student responses in class.

Step 4. (Possibly Day 3.) Distribute copies of Handout 16 to students. Allow class time for students to read through it.

Step 5. Brainstorm with the class some elderly candidates to interview. If possible, invite the persons to class. If this is not possible, you might be able to appoint a committee of students to visit, taking a cassette tape recorder along to record the interview. What students should look for are some key beliefs and attitudes about life and old age--something that suggests why they have lived so long. Also, students should inquire about behavior, i.e., what do the elderly persons do with their time?

Step 6. Set up the interview and carry it out. Debrief the interview experience, following the questions on Handout 16.

Suggests filmstrip, included in this kit on Aging but not with this book, which gives greater depth to a comparative study of aging.

Title: GROWING OLD IN RURAL CANADA: MARITIMERS

Introduction: This filmstrip with cassette narration, accompanied by the following discussion guide, is part of a fascinating study on growing old in Canada in two settings--one rural, one urban. *Growing Old in Rural Canada: Maritimers* can be shown all at once, followed by a discussion of it in its entirety. Or, it can be stopped at key places in the narration so that you and your students can focus on particular points of view about aging and the issues related to them. Using either method, this production is one that should keep your students highly interested. Canada was chosen for this study, in part, because of its striking similarities to North American life in general and to life in the United States in particular.

Objectives:

To hear a firsthand account of experiences of elderly persons in rural Canada.

To compare aging in Canada with aging in the United States.

Grade Level: 4-12

Time: 45 minutes (20 minutes to show media and approximately 25 minutes for discussion)

Materials and Equipment Needed:

Discussion Guide
Copies of Handout 17, Script to Accompany *Growing Old in Rural Canada: Maritimers*, one for each student
Filmstrip and Cassette Tape; *Growing Old in Rural Canada: Maritimers* (included in kit, or available separately for $20 from Donars Productions)
35mm filmstrip projector
Cassette tape player (cassette tape has audible signal to advance filmstrip)
Screen
Handout 19, "Follow-up Activities for the Filmstrips"

Discussion Guide for *Growing Old in Rural Canada: Maritimers*:

Section A: Man speaking until break and musical interlude between lines 34 and 35 on narration script.

1. What characteristics of the man impress you most so far?
2. How does he compare the "old days" with life for older people today?
3. In what ways do you agree with the man? Disagree?

Section B: Woman speaking until break and musical interlude between lines 63 and 64 on narration script.

1. In what ways does the woman speak of a "generation gap" in Canada today?
2. Do you think she would like to see more or less interaction between older and younger people?
3. Do you agree that young people tend to believe that "They're never going to be old"?

Section C: Man and woman speaking until break and musical interlude between lines 99 and 100 on narration script.

1. How do these two people feel about living in a home designed for "old people"? What comments do they make about such homes?
2. How much importance is placed by these two people on retaining personal independence?

Additional Questions:

1. In what ways do you think growing old in rural Canada is like growing old in rural United States? Can you give examples based on your own experiences with grandparents, older friends, etc.?
2. In what ways may growing old in rural Canada be different from growing old in the United States? Be specific. Are there more similarities or more differences between the two countries?
3. Do you think the people who are interviewed are typical "older people" in North America, or not? Explain.

Procedure:

Step 1. Set up and show the filmstrip *Growing Old in Rural Canada: Maritimers*.

Step 2. Follow the Discussion Guide above.

Step 3. Distribute Handout 19 to students. Let students (possibly) in groups) do one of the activities.

Suggests filmstrip, included in this kit on Aging but not with this book, which gives greater depth to a comparative study of aging.

Title: GROWING OLD IN URBAN CANADA: PENSIONERS

Introduction: This filmstrip with cassette narration, accompanied by the following discussion guide, is part of a fascinating study on growing old in Canada in two settings--one rural, one urban. *Growing Old in Urban Canada: Pensioners* can be shown all at once, followed by a discussion of it in its entirety. Or, it can be stopped at key places in the narration so that you and your students can focus on particular points of view about aging and the issues related to them. Using either method, this production is one that should keep your students highly interested. Canada was chosen for this study, in part, because of its striking similarities to North American life in general and to life in the United States in particular.

Objectives:

To hear a firsthand account of experiences of elderly persons in urban Canada.

To compare aging in Canada with aging in the United States.

Grade Level: 4-12

Time: 45 minutes (20 minutes to show media and approximately 25 minutes for discussion)

Materials and Equipment Needed:

Discussion Guide
Copies of Handout 18, Script to Accompany *Growing Old in Urban Canada: Pensioners*, one for each student
Filmstrip and cassette tape, *Growing Old in Urban Canada: Pensioners* (included in kit, or available separately for $20 from Donars Productions)
35mm filmstrip projector
Cassette tape player (cassette tape has audible signal to advance filmstrip)
Screen
Handout 19, "Follow-up Activities for the Filmstrips"

Discussion Guide for *Growing Old in Urban Canada: Pensioners*:

Section A: Man speaking until break and musical interlude between lines 46 and 47 on narration script.

1. What does the man mean when he says that there is "no sociability" in the world today?
2. In what ways might young people feel the same kind of loneliness expressed by the man in the filmstrip?
3. How does the man feel about his moving into an "old folks" home?
4. This man states that people are "different" today than they used to be. What does he mean by that? Do you agree or disagree?

Section B: Woman speaking until break and musical interlude between lines 87 and 88 on the narration script.

1. What economic problems does this woman see facing many old people in urban Canada today?
2. How "typical" of treatment of older people in the United States do you think the statements by the woman are about older people in Canada?
3. Do you believe that most young people would prefer to see older people "out of the way" as this woman suggests?

Section C: Man speaking until break and musical interlude between lines 112 and 113 on the narration script.

1. This man expresses that he is not happy. Why?
2. Why does the man refuse to live with his relative in the big city?

Additional Questions:

1. This filmstrip ends on a pretty dismal note, "So, they (old people) just sit. Most of them lose contact. (It's a) pretty lonely existence." In what ways do these remarks reflect life for the elderly in the United States?
2. In what ways is growing old in urban Canada, especially for those elderly living on pensions, different from pensioners in the United States? Are there more similarities or more differences, in your opinion?
3. Do you think the pensioners interviewed gave a fair account of what it's really like to live on a pension?

Procedure:

Step 1. Set up and show the filmstrip, *Growing Old in Urban Canada: Pensioners*.

Step 2. Follow the Discussion Guide above.

Step 3. Distribute Handout 19 to students. Let students (possibly in groups) do one of the activities.

Simulation which helps students gain a sense of what the aging process may feel like in their later years.

Title: SLOWDOWN*

Introduction: One characteristic of old age is a slowing down of the physical organism. Perhaps it is not just being "slow" that creates difficulties. Speed, after all, is relative. In the following simulation game, students are asked to select the best persons available for various jobs in a community that has just experienced a disaster. They are to make choices as to whom should fill these key jobs from data about possible candidates: personal information, previous jobs held, skills and levels of skills, educational backgrounds, personal and occupational recommendations, etc. Three rounds are made in the simulation game. In the first round, students are instructed to work quickly to select the best available candidate for the job, but to carefully screen the applicants and make the one best choice for each job. They are given a total of 15 minutes to make their decisions. In the second round, students are given the same task using a different set of data profiles, only they must make their decisions in a total of 10 minutes. In round three, students repeat the task, but this time are given only five minutes. In each round, students are asked to manipulate essentially the same amount of data; they simply have to make the decisions much more quickly in the last two rounds. At the accelerated paces, the students should experience the frustrations of making many errors in their decisions, these errors may fall into significant patterns.

NOTE: In trials run at the university level using the same simulation model, most students behaved in ways commonly associated with aged persons when asked to speed up the selection and decision-making process. Some fumbled and became impulsive and anxious. Others withdrew into passivity--just seemed to give up. Most lost themselves in routine, settling on one decision strategy and sticking to it, even in the face of evidence that the strategy was not working.

*Adapted from Robert Kastenbaum, "Age: Getting There Ahead of Time," *Psychology Today*, December 1971, pp. 53-54. Originally drafted by Jeremy Mohr.

Metaphorically, the university subjects "aged" in different ways. Researchers were struck by the fact that a subject typically acquires his preferred strategy right away: the psychological disposition toward aging was very quick to establish itself. And premature aging effects were appreciably greater in students over age 30 than they were in younger participants. Almost none of the students tested found shortcuts, tried innovations, or learned from mistakes. The findings reinforced speculation that some of the psychological changes which are conspicuous in the aged, actually begin years earlier when a person is still young and flexible.

Objectives:

To experience a relative slowdown involved in the aging process.

To gain a sense of empathy with old people in terms of dealing with slowdown.

To gain skill in rapid decision making, using limited data and time.

Grade Level: 6-12

Time: Two class periods

Materials: Handout 20, packet of game materials for "Crisis in Crossroads City"

Procedure:

Step 1. Distribute one packet of game materials to each student. It includes:

a. An Employment Codebook
b. Job Description sheets for Chief of Police, Mayor, and Coordinator of Medical Facilities
c. Three 2-page Data Sheets, one for each of the three jobs

Step 2. Read the enclosed "Crisis in Crossroads City" to the students. Or, hand out copies and allow time for the students to read it.

Step 3. Ask the students to remove the Employment Codebook from the packet. Familiarize the students with the sort of information they can obtain from the codebook, e.g., what sorts of jobs are listed in the codebook and what numbers they correspond to. You could use the time that the students are familiarizing themselves with the codebook to discuss the whole idea of jobs and how the people who do the hiring come to the decisions they do. In addition to discussing what sort of data are coded in the codebook, discuss what sort of information is not included in the data (religion, race, military service). Also mention that much of the information is in summary form, e.g. letters of recommendation are merely described as "excellent," "poor," etc.

NOTE: This discussion may continue until the end of the period if it proves useful. The three rounds can be done in a single period if desired on the second day, but this leaves less time for debriefing.

Step 4. Read "Final Instructions" to the students. Remind the students of the rules of the game and how they can best win.

Step 5. Start Round 1 immediately after receiving the instructions. When the time for Round 1 is over (15 minutes), direct the students to stop immediately. Tell them:

a. *Make sure that you have chosen the best candidate for the job, which candidates are minimally qualified for the job, and which if any candidates are unqualified.*

b. *Write the numbers for each of these candidates on a sheet of paper. Write "best," "also qualified," and "unqualified" next to each.*

c. *By each candidate's number also write how sure you are that your choice is the correct one. Write "very sure," "somewhat sure," "somewhat uncertain," and "very uncertain."*

d. *If you are right and are very sure you are right you get the most points for each choice--10 points. If you are less sure, you get less points. If you guess wrong and said you were very sure, you lose 10 points.*

Step 6. After students have finished writing their decisions on a piece of scratch paper, you can tell them the correct answers. Ask them to check their answers with the correct ones and tally their scores.

Step 7. Review the Final Instructions. Start Round 2. This time, students will have only 10 minutes.

Step 8. At the end of Round 2, repeat the procedure following Round 1 (Steps 5 and 6). You might notice more frustrated faces and perhaps receive questions and complaints.

Step 9. Commence Round 3 by rereading the Final Instructions. Time allowed for this round is five minutes.

Step 10. Repeat the presentation of the right answers and the tabulation of scores as in Rounds 1 and 2 (Steps 5 and 6). How many students got everything right? How many got the miximum number of points possible (50)? How many got above 40? You might hear lots of complaints about inadequate time, too much data, complicated rules, etc. This is your lead-in for the debriefing.

Debriefing:

Hold a discussion of the whole exercise using the following questions:

a. What frustrations did you experience as you moved from Round 1 to Round 2 to Round 3?

b. What were your most common errors in decision making as you were asked to decrease the time for making choices?

c. Each person in the room is unique when it comes to how he or she deals with tension and anxiety. How do you feel you handled it in this simulation? How well in life?

d. Did any of you just simply give up in Rounds 2 or 3? Why? Can you see any parallels to aged people?

e. How many of you felt you got lost in routine--that you settled on one strategy even though that strategy for making decisions didn't work very well?

f. How many of you feel that you sought out and used shortcuts effectively? Did you try different or new approaches? Did you learn from past mistakes as you moved from Round 2 to Round 3? Why? Why not?

g. What aspects of aging do you think you might have learned about related to:
   frustration
   loss of some physical faculties
   anxiety
   the demands placed upon you and your ability to meet them
   becoming fixed on routine behavior
   your becoming passive
   other things?

h. How many students felt they were aging prematurely? Have students describe their feelings to others in the class.

Answers:

Round 1: Police Chief
Best: Kennedy
Acceptable: Hashimoto, Robinson
Unacceptable: Bogardus, Brown

Round 2: Director of Medical Facilities
Best: Romero
Acceptable: Washington, Baker, Parker
Unacceptable: Warren

Round 3: Mayor
Best: Boulanger
Acceptable: Cummings, Potter, Petrovich
Unacceptable: Babcock

Students examine the effects of the social environment on aging in two societies.

Title: AGING WITH GRACE AND DISGRACE

Introduction: This activity provides students with a glimpse of strikingly different social settings for old people. The first reading involves a social experiment--the Israeli Kibbutz. Many people would argue that a Kibbutz is so far removed from the mainstream of industrialized, urbanized life that it is useless to think of it as more than a pipe dream. The second handout deals with inferences about a society by determining which country is being examined, using some pieces of data regarding its elderly population.

Objectives:

To examine and compare two societal settings for old people.

To infer from a body of statistical data which country is represented by the data.

Grade Level: 6-12

Time: One class period

Materials: Handout 21, "Aging with Grace"
Handout 22, "Aging with Disgrace"

Procedure:

Step 1. Distribute Handout 21 to students. Have students read the handout.

Step 2. (5 minutes) Discuss the following.

a. What things about life in the Kibbutz do students find attractive or unattractive with respect to treatment of the elderly? (Possible responses: many are still actively engaged in working; reliance on agriculture makes it difficult for the physically incapacitated to continue working; good health of the aged; attitudes about their status in the community seem positive; low degree of uselessness feeling.)

b. Are there things about how old people are living and are treated in the Kibbutz that students think could be transferred to our own society? (Students' answers and hypotheses will vary, but caution them about making direct transfer of another society's behavior patterns.)

Step 3. Distribute Handout 22 to students and let them brainstorm an answer.

NOTE: It is important here to let students generate their own hypotheses. Your role should be to let them take their hypotheses, and probe for why it could be right or wrong.

Answer: JAPAN

Debriefing:

1. If many students hypothesized that the country was the United States, why? What clues suggested the United States? What clues suggested that the country was not the United States? What influenced students not to choose certain countries? (It would not be logical to choose Haiti because life expectancy is only about 40 years in Haiti.)

   NOTE: If someone doesn't point it out, you might mention that the United States has more in common with the Japanese than is generally realized. The effects of industrialization seem to have some universal manifestations regardless of time and space.

2. What similar needs are there among older people? What societal differences are there between information given on Handout 21 and Handout 22 regarding the treatment of the aged?

Students compare four societies and clarify their personal values on the "ideal society."

Title: WHICH COUNTRY IS BEST?*

Introduction: In order for students to evaluate the treatment of older people it is necessary for them to compare data about various models of roles for the elderly. This exercise asks students to look at four hypothetical societies and decide, in groups, which of the four countries is "best" for old people. The second part of the activity asks students to pool their knowledge and opinions and make up the ideal society for the aged.

Objectives:

To compare four hypothetical countries and rank them according to students' perceived notions about which is "best" for old people.

To decide what activities and kinds of treatment would be most desirable for elderly people.

To arrange data and make decisions using small group process.

Grade Level: 7-12

Time: Two class periods

Materials: Handout 23, country descriptions
Handout 24, "The Ideal Society for the Aged"

Procedure:

Step 1. *First Day.* Divide the class into groups of five students each. Distribute copies of Handout 23 to each group.

Step 2. Instruct students that their groups are to study the four countries described on the handout, decide as a group which of the four would be best for old people to live in, and then arrange the handouts in rank order from "best society for the elderly" to "worst society for the elderly" by placing the "best" on top, next best is second, etc. They have 30 minutes in which to complete this task.

*Adapted from an idea by Robert Kastenbaum, "Age: Getting There Ahead of Time," *Psychology Today*, December 1971.

Step 3. Spend the remainder of the period discussing the rank ordering systems used by each group and the reasons why some countries were considered "better" places for the elderly than others. If there is disagreement among the groups, focus on why such disagreement exists.

Step 4. *Second Day.* Have students spend this class period in the same groups they were in yesterday. Their task is to prepare a group statement (paragraph, essay, etc.) entitled "The Ideal Society for the Aged." The following questions should be used as a guideline for the group statement:

a. Where do the aged live in your ideal society?

b. How do the aged spend their time?

c. How much a part of the everyday life of the society are old people; i.e., are they very much involved with everybody else, or do they spend most of their time and activity as a group apart from the rest of society?

d. How do they get along economically? That is, who supports them?

e. How do they get around in society? That is, how do they get from one place to another? (Do they drive? Are they provided public transportation, etc.?)

f. What societal services and government programs should be available to them, and to what extent should the government provide for their livelihood?

This series of questions is contained on Handout 24. Distribute one copy of Handout 24 per student to complete Step 4.

Step 5. Spend as much time as you deem necessary to have the groups read their statements to the rest of the class and share their ideas about "The Ideal Society for the Aged."

Students posttest their views on aging by reanswering Handout 2.

Title: MY VIEWS RECONSIDERED

Introduction: To examine any changes in student attitudes and perspectives on elderly persons and aging after studying the topic, you can use this posttest activity. Students often enjoy this kind of culminating activity. Remember that you cannot grade them on their views or their attitude changes (or lack of change).

Objective:
To posttest attitudes about the elderly.

Grade Level: 5-12

Time: 45 minutes

Materials: Handout 2, "My Views"

Procedure:

Step 1. You'll recall that at the beginning of this unit, students filled out a questionnaire titled "My Views." They were asked to keep the survey they filled out to use at the end of the unit. Ask students to locate their copies of "My Views" at this time.

Step 2. Have students study each of the word pairs and the responses they made on Handout 2. Which of the ratings they had made would they now change?

Step 3. Have students write out (or discuss) in what ways they think their views have changed (or not changed) regarding aging and old people.

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HANDOUTS

Handout 1

INSTRUCTIONS

You are now asked to participate in a survey designed to find out how you feel about some things regarding old people. Since this kind of survey might be new to you, a few examples will help you complete it.

The example used here has no relationship to the subject of old age--it is merely used as a sample to show you the mechanics of answering the survey.

Suppose you were given the following statement ans sets of words:
I THINK THE WORLD WE LIVE IN TODAY IS. . .

Stable	1	2	3	4	5	6	7	Unstable

You would think for a moment about how you feel toward world stability. If you think the world is extremely unstable, you would probably circle the 7, indicating your feeling. If you think the world is very unstable or simply unstable, you might circle the 5 or 6; somewhat stable but not very stable, circle the 3 or 4; very stable, circle the 2; extremely stable, circle the 1.

There is no attempt to trick you with the questions. Please answer all questions honestly and to the best of your ability. DO NOT PUT YOUR NAME ON THE SURVEY UNDER ANY CIRCUMSTANCES.

NOTE: YOUR TEACHER MAY WANT TO TABULATE THE RESULTS OF THE SURVEY AND DISCUSS CLASS RESPONSES TO THE ITEMS. IN ANY CASE, WE SUGGEST YOU KEEP YOUR COPY OF YOUR SURVEY AND PUT IT AWAY SOMEWHERE, SO THAT YOU CAN WORK WITH IT AGAIN AT THE END OF YOUR STUDY OF AGING.

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Handout 2

MY VIEWS

Please circle the number on the word scale that best expresses your feelings.

"WHEN I THINK OF OLD PEOPLE, I THINK OF PEOPLE WHO ARE..."

KIND	1	2	3	4	5	6	7	CRUEL
HEALTHY	1	2	3	4	5	6	7	UNHEALTHY
DISHONEST	1	2	3	4	5	6	7	HONEST
HAPPY	1	2	3	4	5	6	7	SAD
QUIET	1	2	3	4	5	6	7	LOUD
INACTIVE	1	2	3	4	5	6	7	ACTIVE
SEXY	1	2	3	4	5	6	7	NOT SEXY
POOR	1	2	3	4	5	6	7	RICH
STRONG	1	2	3	4	5	6	7	WEAK
FAST	1	2	3	4	5	6	7	SLOW
WISE	1	2	3	4	5	6	7	NOT WISE
SIMPLE	1	2	3	4	5	6	7	COMPLICATED
USELESS	1	2	3	4	5	6	7	USEFUL
TOLERANT	1	2	3	4	5	6	7	INTOLERANT
CHANGEABLE	1	2	3	4	5	6	7	RIGID
PUBLIC	1	2	3	4	5	6	7	PRIVATE
WORDS	1	2	3	4	5	6	7	DEEDS
FORWARD-LOOKING	1	2	3	4	5	6	7	BACKWARD-LOOKING

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Handout 3

PICTURE EXERCISE

In a few moments, you are going to see a series of 20 pictures. As you view each picture, decide if the people in the picture are acting their age or not acting their age. When you make your decision about each picture, mark the spaces below as follows:

__O__ Mark an O for pictures in which you see people acting their age.

__X__ Mark an X for pictures in which you see people not acting their age.

_____ Leave blank for those pictures about which you cannot decide.

WHICH OF THE PICTURES SHOW PEOPLE WHO ARE ACTING OR NOT ACTING THEIR AGES?

1._____	11._____
2._____	12._____
3._____	13._____
4._____	14._____
5._____	15._____
6._____	16._____
7._____	17._____
8._____	18._____
9._____	19._____
10._____	20._____

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Handout 4

PERSONAL FEELINGS ABOUT OLD AGE

1. NAME TWO THINGS THAT WORRY YOU ABOUT GROWING OLD.

   a.

   b.

2. NAME TWO THINGS THAT YOU FEEL WOULD BE "NEAT" ABOUT GROWING OLD.

   a.

   b.

3. NAME TWO THINGS THAT YOU DISLIKE ABOUT OLD PEOPLE.

   a.

   b.

4. NAME TWO THINGS THAT YOU LIKE ABOUT OLD PEOPLE.

   a.

   b.

5. LIST IN ORDER THE THREE MOST COMMON PLACES WHERE YOU WOULD FIND OLD PEOPLE IN YOUR COMMUNITY.

   a.

   b.

   c.

6. TO WHAT AGE WOULD YOU LIKE TO LIVE?

7. I CONSIDER PEOPLE OVER THE AGE OF _____ TO BE OLD PEOPLE.

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Handout 4 continued

The following list of questions is for your use in determining your feelings about aging. You might want to write out your answers to the questions, keep this sheet for two weeks, and then look at your responses at the end of the two-week period to see if you still agree with what you write now.

1. Are others in your age group experiencing the same feelings that you are about aging? In what ways do you think your attitudes about aging and old people are <u>different</u> from others?

2. What in life makes growing old worthwhile?

3. What would you most like to be doing when you are old?

4. Do you shut out thoughts about growing old? Why?

5. Do you know of a place in the world where growing old would be pleasant? Where? Why?

6. Assume for a moment that you are 75 years old. Describe how you would live out a typical day.

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Handout 5

STATISTICAL PROFILE OF AMERICA'S ELDERLY

Among those people 65 and older living in the U.S....

Number: 21,815,000
Ratio to persons under 65 in total population: 10%
Rate of increase: highest among all age groups

Racial Composition--
White: 91.1% or 19,883,000
Black: 7.9% or 1,732,000
Other: 0.9% or 199,000

Sex--
Women: 58.9% or 12,849,000
Men: 41.1% or 8,966,000

Marital status--
Proportion in group who are

	Women	Men
Widowed:	52.4%	14.4%
Married, spouse absent:	1.4%	2.1%
Married, spouse present:	37.3%	76.7%
Single:	6.3%	4.6%
Divorced:	2.6%	2.2%

Location--
States with largest proportion of population 65 and over:

Florida	15.5%
Arkansas	12.7%
Iowa	12.3%
Missouri	12.3%
Nebraska	12.3%
Kansas	12.2%

States with largest numbers of people 65 and over:

New York	1,987,000
California	1,929,000
Pennsylvania	1,323,000
Florida	1,190,000
Illinois	1,125,000
Texas	1,084,000

Income:

1973	Median family income
Age 65 and over.....	$6,426
All U. S. families.....	$12,051

Proportion of people in poverty:
Age 65 and over..... 1 in 6 people in the U.S.
Age 65 and under..... 1 in 10 people in the U.S.

Source: U.S. Department of Commerce, 1975.

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Handout 6

SUGGESTED USE OF STATISTICAL PROFILE OF AMERICA'S ELDERLY

I Make 10 hypotheses about old people in America based on the statistical profile.

II List 5-10 questions you have about old people that the statistical profile can't answer. Where would you go to find the answers? Now, go find them.

III Some additional questions:

1. Why is 65 used as the designated age for old people in this country?
2. Which states do you think have the most active senior citizen's groups?
3. Why is the percentage of men over 65, married, spouse present, so much higher than it is for women in the same category?
4. What do the percentages on divorce indicate about the marriage and divorce patterns of the elderly?
5. Which of the two sexes appears to be healthiest according to the statistics? Why do you suppose this is true?
6. Which statistics might indicate the <u>plight</u> of old people in America?

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Handout 7

AGE CATEGORIES AMONG THE KALINGAS OF THE PHILIPPINES

The Kalingas of the Philippine Islands recognize ten stages of growth in the child from birth to maturity:

Newborn

Beginning to smile

He creeps

He sits alone

He stands up

He begins to walk

He runs around

He can be sent on errands

He can be sent to the forest for fuel

Companion (implies full majority; that is, as a companion the boy could fight, court girls, marry, and set up his own household.)

Excerpted from Ina Corinne Brown, UNDERSTANDING OTHER CULTURES (Englewood Cliffs, N.J.: Prentice-Hall, 1963), p. 50.

c 1978 CTIR

Handout 8

COMMUNITY SURVEY

(Please circle your answer)

A. I EXPECT to live to age:

20 25 30 35 40 45 50 55 60 65 70

75 80 85 90 95 100

B. I WANT to live to age:

20 25 30 35 40 45 50 55 60 65 70

75 80 85 90 95 100

COMMENTS (if any):

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Handout 9

SURVEY

You are asked to participate in a school project to survey people about their life perspectives. DO NOT PUT YOUR NAME ON THE SURVEY. YOUR ANSWERS WILL NOT BE USED TO DISCUSS YOU PERSONALLY IN ANY WAY.

MY AGE IS _____

IF I WERE TO SELECT FROM MY WHOLE LIFE--PAST PRESENT AND FUTURE--

THE THREE SEPARATE YEARS I CONSIDER MOST IMPORTANT, THEY WOULD

BE AT:

AGE_____.

AGE _____

AND AGE_____

Thank you for your cooperation. Feel free to ask the students the purposes of the survey or anything else about it at this point.

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Handout 10

PICTURES OF OLD PEOPLE

In a few minutes you are going to look at some contemporary greeting cards and magazine cartoons. As you examine each picture, think of a word or phrase that describes the stereotype used in the greeting card or cartoon. For example, if you see a card that made fun of an old person trying to enter college, you might say the stereotype used is "OLD PEOPLE CAN'T LEARN ANYMORE." Think of one statement for each picture.

According to the greeting cards and cartoons, OLD PEOPLE. . .

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

c 1978 CTIR

Handout 11

YOUTH FOR SALE

(Advertisement)

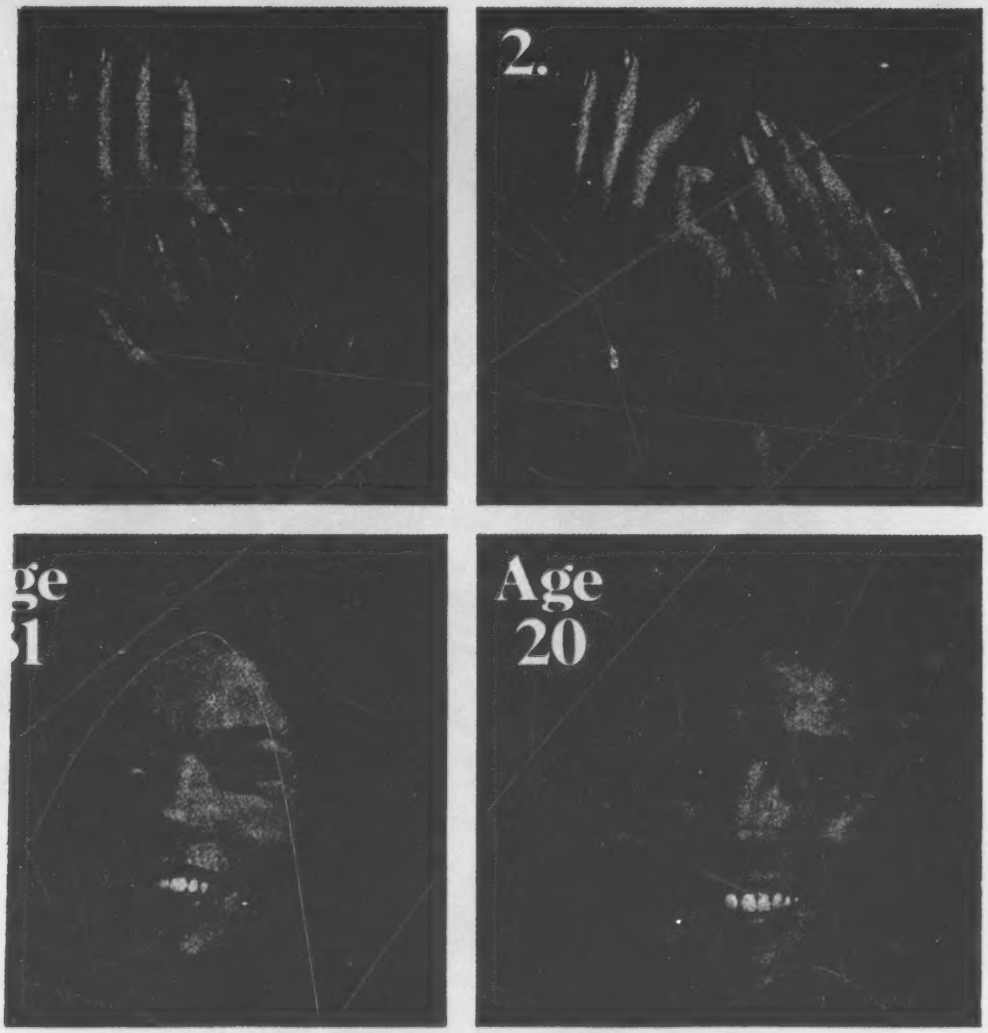
A

Does He Think You're Older Than You Are?

B

Do You Look Too Old to Land the Job You Want? c 1978 CTIR

Can you match their hands with their ages?



Mild Ivory Liquid helps keep hands young looking.

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Look at Advertisements A, B, and C. Answer the following question about all three ads: ACCORDING TO THE ADVERTISEMENT, WHAT IS IMPORTANT ABOUT YOUTH OR STAYING YOUNG?

Advertisement A _____

_____

Advertisement B _____

_____

Advertisement C _____

_____

* * * * * * * * * * * * * * * * * *

Thumb through magazines and locate two or more advertisements that deal with youth and/or aging. In the spaces provided below, give a brief explanation of the advertisements and answer the questions about each one: ACCORDING TO THE ADVERTISEMENT, WHAT IS IMPORTANT ABOUT YOUTH OR STAYING YOUNG?

Advertisement D is about _____

_____. The answer to the above question is

_____

_____

Advertisement E is about _____

_____. The answer to the above question is

_____

_____

Use the back side of this sheet for additional ads and answers to the question.

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Handout 12

NELLIE JAMES

A streak of sunlight burst into the small neatly kept sleeping room of Nellie James, 77, resident of Shady Oaks rest home. The room's neat appearance was made possible by the work of a man named Jerry, employed by Shady Oaks to make certain all patients were out of bed, and that beds were made by 7:00 a.m. sharp! Nellie lived on 1st floor, north. It was designated for patients considered ambulatory. Nellie was placed in the ambulatory category because of her ability to move about the home and surrounding grounds with a minimum amount of assistance from the staff--and that's how her doctor classified her.

But it was Nellie's lack of physical movement that disturbed the nurses and attendants. They tried so many times to get her involved in the home's occupational and recreational therapy programs, even prodding her and deriding her for her idleness. One nurse was often heard saying, "Nellie if you don't get off your duff and do something, you're just going to shrivel up and die!" Nellie would reply under her breath, "Do you know any way I can speed up the process?"

Physically able to do much for herself, so her doctor and the nurses felt, Nellie would spend hours just sitting in her room--half the time with her eyes open, half the time with her eyes closed. Fifteen minutes before every mealtime she would line up nurses, attendants, and other patients to make certain she had someone--preferably two people, one on each arm--to escort her to the dining hall. Finding herself comfortably on their arms, Nellie would close her eyes and let her assistants guide her every step towards the dining area.

When asked how she felt by staff and patients, Nellie would reply, "Like hell, what do you think? Can't you see I'm an old woman? Can't you see I can't get around like I used to? If they're going to insist that I keep on living why can't they at least realize that I'm sick? God I hate this occupation...occu...or whatever they call it, therapy! Why don't they just leave me alone! And take that god-awful mirror out of my room!" The rest of the patients on 1st floor as well as the staff would remind her of her physical abilities and compare her "remarkable" ccndition with that of the people on 2nd floor, the custodial care ward. Nellie would not respond. She simply closed her eyes and turned her head to the side.

Ironically, when it was medication time Nellie was the first in line to get the assortment of pills she said were necessary to sustain life. It was ironic because she was often heard telling other patients how she wished she were dead, that her time for leaving this earth was long since past. The doctor was unable to find a physical cause for Nellie's deterioration, but things did finally become so bad that she was moved to 2nd floor.

Nellie seemed dissatisfied wherever she was. She would complain that no one cared, that she wished IT were over.

One morning Jerry came in to check on Nellie. She lay still--too still.

Then the family came.... Then the funeral car came....

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Handout 13

GABRIEL SANCHEZ

Gabriel Sanchez, age 137, has the vitality of a man half his age. Alive, alert, enthusiastic, he came walking sure-footed down a rain drenched mountain trail, carrying two fence poles jauntily on his right shoulder. The poles were as long as Sanchez was tall, five-feet-five, and as thin as he was slender and strong. His features were sharp, his eyes keen, his face bronzed and weathered with a short scrub of brown beard. The crushable woolen hat shoved back on his head gave him a pleasantly cocky air.

My wife Lorena and I, together with our friend and interpreter, Frank Tosi, had left our car some five kilometers from this clearing in the Andes where we met Senor Sanchez. It had been raining and the road gave out. Now we were seven miles from the Ecuadorian village of Vilcabamba, home of some of the world's longest living people. Most of the agriculturally minded Vilcabambans have their modest homes in the valley, but Gabriel Sanchez prefers the higher ground. This is where he has his garden and pastureland. He was, in fact, coming home from tending his cattle when we met him toward the close of the day. At first he feigned annoyance because he had not been told about our coming. My friend Frank, however, himself an Ecuadorian from Cuenca, persuaded Gabriel to toss aside the poles and accept a cigarette. Gabriel is not a smoker as smokers go, but like others among the remarkably long-living people of Vilcabamba, he has an easy-going style that takes the world in stride and has in it a touch of fatalism mixed with an insatiable lust for life.

Frank struck a match and gave him a light. Gabriel took several puffs as if unconvinced that the brand was better than the home-tailored cigarillos made by the villagers and rolled in toilet paper. I suggested that the townsmen felt that if the tobacco would not hurt them, certainly the toilet paper couldn't. At any rate, few of the 900 villagers smoked to excess. Certainly not Gabriel. By virtue of the fact that a fellow Vilcabamban had recently died at age 146, Sanchez now led the thirteen centenarians in the valley as being the "longest-living." Age is venerated, but it is never construed as "old."

This psychological approach is definitely one of the secrets of the Vilcabambans. They never look upon themselves as "aging." They do not consider 100 years as "old." They are consciously thinking young and disregarding birthdays as the measurement of age....

....Some of the long-living people had hinted that their longevity was the result of the clean air in their mile-high community. They also suggested that the sparkling spring water and abundance of fresh vegetables and fruit gave them an advantage, as did the fact that they walked a great deal to and from their farming lands....

Some investigators speculate that the valley itself holds the secret of long life. Not only is the temperature an almost unvarying 72 degrees day and night, year in year out, but there is a possibility that some "free electronic force" rises from the soil and mingles with the power of the air inducing beneficial factors to residents and visitors alike. Lorena and I had experienced a lightness in our step and a desire to breathe deeply ever since we arrived, and we had commented on this spontaneously during one of our walks around the town. We wondered if it might have been purely psychological, due to the quietude and the absence of tourists, but still it was something we had not felt in the same way at similar mile-high elevations and equally tranquil villages.

Gabriel Sanchez shrugged off speculations of this kind. While longevity might have local geographic and social assists, he has his answer and let it stand, "God gives life and all we do is live it out for Him."

...Could Gabriel be right, not only about himself, but about his fellow centenarians? Was it possible that health and long-living in these pockets of longevity around the world--Hunsaland, Abhazia, Vilcabamba--were actually the result of attunement to an underlying belief in life? A rhythm, a style, a naturalness? Or simply a nearness to the sun or an unaffected faith in a system which knows nothing about retirement or Social Security or Medicare or generation gaps or make-up for women or hair tints for men?

From "The Long-Living People of Vilcabamba," by Dr. Marcus Bach. SENIOR POWER, Vol. 1 No. 1. (Lee's Summit, Mo.: National Village Church Center, 1975) pp. 25-28.

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Handout 14

FANNIE LEMON

Fannie Lemon voted for Woodrow Wilson ("What year was that?"), voted for Richard Nixon ("No, I'm not sorry...") and hasn't missed a vote in between. In view of all those votes, it is appropriate that her family decided to move her 100th birthday up a bit, from October 16 to July 4...to celebrate her centennial and the beginning of the country's bicentennial together.

...A nondrinker, Mrs. Lemon doesn't mind talking about another of her votes, the one for Prohibition: "I'll tell ya, if they would get rid of that liquor entirely, the world would be better off, because there are too many young people who like it."

Mrs. Lemon has memories that span almost her entire 100 years. She says she can remember her father shooting a pelican in Lawrence, Kansas, her birthplace, when she was 2. Having moved to Denver in 1910 with her husband, Bradley, now deceased and their four daughters, she remembers early Denver and has strong feelings about the city's changes.

One improvement Mrs. Lemon did note was Denver's Rapid Transit System. "I always used to ride in horse cars and street cars." Now she rides buses downtown, shops, lunches, and rides them home again.

A special story is her early 1900s Pike Peak climb. "Listen, my husband and I rode the train down to Colorado Springs and took the bus over to where you begin to walk up.

"That was Saturday night and we wanted to see the sunrise in the morning. So we started at 5 in the afternoon. It was really cold. Puddles of water turned to ice. The sunrise wasn't like I wanted it to be. There were just a few clouds."

Transportation changed since then, but Mrs. Lemon waited until she was 90 to take her first plane trip. "I could get above the clouds--see the clouds below me."

Reminiscent of Mel Brooks' 2000-year-old man comedy routine, Mrs. Lemon wasn't that awed by moon walks: "That's all right." Other replies to questions were as succinct: Do you worry about anything? "No." Do you think about death? "Not much."

A small, fragile-looking woman ("I've been 5 feet 1, but now I'm 4 feet 11. Put that I'm 5 feet 1," she said with a giggle.), Mrs. Lemon is nevertheless active.

She has her own vegetable patch at her granddaughter's house and enjoys Scrabble and jigsaw puzzles. She couldn't remember the title of the one movie she has seen, but is fond of television....

"Having a room where I can shut the door," is what Mrs. Lemon enjoys most and if all her visitors prove too exciting, "I'm coming in here."

Forty-seven out-of-town relatives and friends are expected at Mrs. Lemon's reception at the home of her granddaughter....

---

*From "Fannie's Noting Her Centennial on July 4," by Carol (Bell) Kreck, *The Denver Post* (July 3, 1975) p. 33. Reprinted by permission of *The Denver Post*.

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Handout 15

WHAT'S IT LIKE TO BE OLD?

1. The differences between Gabriel Sanchez and Nellie James are striking. List them.

2. From what you read about Nellie James, do you think she was adequately looked after? Was there anything anyone else could have done about her attitude?

3. We spend about one-quarter of our life growing up and three-quarters growing old. Do you think Gabriel Sanchez would agree? Why or why not?

   Do you think Nellie James would agree? Why or why not?

4. Some people might argue that Gabriel Sanchez' environment is responsible for most of his attitudes. Is it possible in an industrialized society such as the United States to hold similar attitudes and to live to post-100-year ages? How can it be done?

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5. Unlike Gabriel Sanchez, Fannie Lemon is a centenarian who lives in an industrialized country in an urban area (Denver, Colorado). Are there any similar attitudes held by both Sanchez and Lemon?

6. How do you think Fannie Lemon would react to Sharon Curtin's statement: "...The fact remains that we spend about one-quarter of our lives growing up and three-quarters growing old"?

7. You have read three stories dealing with what it's like to be old. All three seem to reflect that critical differences in attitude exist between old people about aging and being old. How much do you think attitude alone accounts for a person's well-being in old age?

8. How do you see yourself as an old person--like Nellie James? Like Gabriel Sanchez? Like Fannie Lemon? Like someone else? Why?

9. How have Mrs. Lemon and Senor Sanchez escaped the rather gloomy description on aging that Nellie James is experiencing?

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Handout 16

GO ASK AN OCTAGENARIAN

You have read three stories about old people. It is time to leave the world of print and check out your assumptions about the impact of attitudes and behavior of old people on their longevity and happiness.

Can you think of anyone in your neighborhood or community who is 80 years old or more? If so, does anyone in the class know if it would be all right to interview them? If they can be interviewed, can they come to class? If not, are they well enough to have a committee of students interview them at their home?

If there is no one you can think of as being at least 80, who is the oldest person the class can think of in the community? Could they be interviewed?

Spend the remainder of the class thinking about some "exceptionally" old people whom you feel might be receptive to an interview. Ideally, if the person could come into the classroom or if the class could visit them, this would maximize the learning.

After the class has decided upon a likely candidate or candidates and arrangements have been made to interview the person or persons, the following suggested topics can be used:

Ask them how they feel about the community they live in.

Ask them how they feel about young people. About old people in general.

Try to ask questions that will get them to discuss their attitudes about aging and old age.

Ask them how they spend their time.

Ask them what they attribute their longevity to.

Ask them to reminisce about important years and events in their lives. (How far back in time does their memory stretch?)

Do not structure the session too tightly. Sometimes letting a person talk openly with little direction can be quite revealing.

After the persons have been interviewed, discuss the following questions with the class:

1. What were the persons' attitudes about life, aging, and being old? Positive? Negative? Neutral?

2. What similarities were there in attitudes and behavior among the interviewee(s) and the three persons you read about in the stories?

3. What things about the persons' lives do you think have made for their rather exceptional longevity?

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Handout 17

SCRIPT TO ACCOMPANY *Growing Old in Rural Canada: Maritimers*

Line

(Man) My name is Peter Emery as you may understand. I was born on Prince Edward Island down by the ocean sand, in 1849 when all was brilliant gay. As I plowed a little steady soils I watched the sails pass by. There was a young fellow, he'd be plowing in the fields, awful pretty, and he could see the vessels going by. And one day he left his work and he went to sea. He became a sailor all his life. Jesus, that's pretty, anybody that knows it.

And we had these people and those farmers and all those old farmers that's dead and gone. . . the same, they did their own farming whether it was right or wrong, they did it. There was blacksmiths besides that, and they did their forage work their own way--they worked on their own for hundreds of years on this island which today has changed, but of course, their ways took time. Understand? There's very few of them left today. We all gather at the old people's house and have a game of cards and have great times--every night, one house to another. We'd perhaps dance in the houses. We never miss going to some old people's houses and visit the old, and hear them telling stories and one thing and another. It was a great pastime. But, today there's no young people that come to your house and listen to you tell stories or anything--they're away. They haven't got time to put on their pants, they're out so quick. I think it was nice to sit in with old people. That's how the young people today don't know who the Hell they are, a lot of them, to tell you the truth. Because they never listen.

They can learn things about life and they can learn sensible living. Because the young people can learn their own badness. They don't have to learn it from the old people. They can learn it themselves today, and any day. But, the old people--it's nice to hear them talk and tell you things and how things go because it gives you a line about how the world is, you know, how they've done in the world to live. And we ain't got that much change. We've got to eat the same, drink the same, and sit up and go to bed the same. All those little new gadgets that we do--they don't make a Hell of a lot of difference when the end comes.

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Break and Musical Interlude

Line

(Woman) The older people, you know, they didn't have much education in one way, but they educated themselves by reading different things. And they got to be very well educated. The young people wouldn't know what the old people were talking about if they started talking about what went on in the years gone by. They'd think it was some other kind of a language they were talking. They couldn't understand it. See, you sort of have to go through this to know what it was like. And they're missing a lot, you know, the young people are missing a lot about what went on in the older days.

Oh, I doubt if they even like the old people. I respected the old people as I would a priest. Just as much. Thirty comes quick, 40 comes faster, and then 50 comes still faster. First thing you know you're way up into the 70s, 80s, 90s. Maybe a few will get to 100, not too many, but there's a few. But, from the middle-age on, we don't seem to think so much of them. And the older people will go to a dance and the young people, you know if those young people would take those old people to dance, give each one in the house or room where they were dancing, give them a dance. They wouldn't be sitting around the walls like they are now--wallflowers.

I don't know why people are always turning, kind of turning their nose up at age, cause that's going to come to everybody, sooner or later. We can't keep age back. It's bound to come, if you live to be old. When you're young you never think you're going to be old. You think you're going to stay young all the time. But they get a surprise when they do get old. How did it come? I wanted to stay young all my life, how did this age come on me so much? You'd be surprised. But, anybody that looks after their parents is promised a long life in this world and heaven in the next. But, how many of us want to go to heaven that's looking after the old folks?

Break and Musical Interlude

Line

(Man) There's a home up here for the elderly people that they built when they're retiring. But they know who I am. I says, "Well, if you

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Line

figure on putting me there, I'm leaving the island." I says, "You can't stop me from leaving the island, you might force me to go there by law, but you can't stop me from leaving the island, that's where I'll leave."

(Woman) I often say it's a certain we'll all be old some day. And, we don't know how we're going to be used. . . the way some of us are used now.

Yes, it would be a lot better if they stayed in their own homes, and I don't see why they couldn't be in their own homes. They're not too hard to look after. But, in this day and age, people want to go, want to keep going and have a good time. And they think those old people is a sort of handicap to them, so they can't go. And they put them somewhere where somebody else will look after them. I think if the old people could stay in their own house, they'd be happier. And, I don't think they'd be too much of a burden to anybody that had to look after them. A lot of them is able to look after themselves. And, if there's children around they're always good to look after children. And, if the young people want to go away, they can leave the older people with the children.

You get downhearted and unhappy when you're put away from your own home. You take, for instance, you take an animal, you take him away from his home, see how bad he feels, you see that. Don't want to go, wants to stay. But, the people, the human beings should be terribly more off than the animal. They look so. . . so lonely, and a, kind of, I just don't know how to put it. But they didn't seem happy. A lot of them in there, they didn't know too much. But the ones that were, you know, their minds were pretty good, I felt sorry for them all. It's a nice name for a penitentiary, those homes--just another fancy name. I don't know whether they have the bars there or not, but the walls, no they haven't got the walls around them, but it's just a fancy name for a jail. You're caged up there and you can't get out unless somebody takes you out. I hope I never have to go to one of those places. Well, I'm going, I'd go off quick so I wouldn't have to go live in one of those places,

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Break and Musical Interlude

Line

(Man) Well, what are they going to do when they get old? I'd like to ask them that question. As you use others, so shall you be used yourself. I. . . I have that opinion and always will have it. Well, they'll have to take it the same as they done to the old people and they'll have to take it. They won't change it, cause they've got to change themselves first.

They're never going to get old and then when those boys know they're old they climb the wall when that comes.

Keep as young as you can, cause you'll be old. And, when you go, you'll not come back.

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SCRIPT TO ACCOMPANY *Growing Old in Urban Canada: Pensioners*

(Man) It's a different world. There's not the sociability in it. You don't get the sociability that you did years ago. I remember in Montreal, by God, years ago, why, there was practically 150,000 people. Why they walked up here, even the policeman--everybody, that was able to. If you walked up to the state capital street today, I wouldn't have a soul to speak to. Nobody knows me. In those days, you knew people. Why, you'd go down the street, people would say, "Hello, there, hello," sure. Absolutely, years ago, whether people knew you or not they'd say "How do you do?" First thing you know they stop and say, "Glad to know you--my name is so and so." You don't get that today. In the country, the people are more closer together than they are in the city. In the big cities you'll have a certain amount of friends and you don't expand. You form a clique. You go around--one bunch is one clique and another bunch is another clique, you understand? There's no knowing everybody like in the smaller places you'd know everybody. You got a lot of interaction. Why? I was taught that by my parents. My mother and father would get down on their hands and knees. And, they'd hug and kiss each other in front of us kids. And that's the way we were brought up, you see. How many people's got love and affection in them today? They think of nothing but themselves. They don't think of anybody else, only themselves. And, if they can do you out of a nickel, even a nickel, they'll do it. There's a difference in the world today. I'd die if I had to live in a [old folks] home. That's the reason why I live by myself, why I do my own cooking, I eat what I want, what I like. I go to bed when I feel like it. I get up when I feel like it. You can't do that in a home. That's why I'm against homes. How old am I? 101, on the second of April. I'm old--a good deal older than the majority of the people that live in the homes. But, I'm independent. I haven't lost my vitality. I will not go into a home under any circumstances, as long as the Lord lets me. . . my legs, that I can get around with a cane. If I'm flat on my back and I can't get up, that's a different proposition. Then, I got to go in somewhere.

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Line
34 You take the people that's living on a pension, that's living in a
35 room or a flat [apartment]. The family never bothers about them, you
36 see. I suppose if my kids were living they would do the same thing
37 as the rest of us. You can't expect them to care for old people when
38 they don't care for the family. If they don't care for their parents,
39 they don't care for your parents or for my parents. It isn't only
40 young people--different-aged people ignore old people [too]. Don't
41 kid yourself about that. I've been living here for four years. They
42 don't owe me something, in the least. They've decided to say "To Hell
43 with the old people." That's just the way the world looks at it today.
44 Both the young and middle-aged say "To Hell." The middle-aged people
45 seem to stick to themselves. The old people stick to themselves.
46 And, the young people stick to themselves.

Break and Musical Interlude

Line
47 (Woman) Of course, here, I've lived for 35 years in this little
48 corner of the world. And we had a fire, and it burned off the back
49 end of the house. And, we all thought we were all going to have to
50 move at one time. Well, I looked around, all around here, and there
51 was nothing under $100, $125 a month. And, in many of those houses
52 you're obliged to pay your lights and water tax, which comes pretty
53 close to. . . $150. The government pension, that is Ottawa and the
54 Provincial combined, you see, is only $197. So when you pay your
55 rent out of that, you don't have too much left. . . a little some-
56 thing to eat. Most of the older people, they have only their pension.
57 Because I know this woman over on University, well she's 83 years old
58 now, she's a retired nurse. And, she says she has nothing but her
59 pension. And sometimes she'll call, she'll tell me that she's hungry,
60 because she's got no money to buy food. Actually, [she] gets really
61 hungry, before the next pension check comes around. Of course, with
62 me I have a little on the side. I saved a little, and then was
63 working and got a little from my husband, only he died with little
64 insurance. So, I'm not obliged to live on my pension. But, if I
65 had to, it would be terrible. Now, in these days of apartments and

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Line
that, you see, they don't have the room they used to have. When people owned their own homes or had bigger houses, then they could take care of the older people. And nobody even thought about sending them anywhere. In the cities, where there's only a small apartment, they use that as an excuse that they don't want to take care of them [the older people]. Of course, I. . . I'm a nurse, or at least I was. I'm not nursing now. And I had mostly old people that I was nursing, and I used to see how their families treated them. Well, they wanted them [old people] to get out of their way, leave them their money. In fact, we had to bar some of the families from the rooms, so they wouldn't persuade the people when they were seriously ill to sign away all their assets. They just want them to leave them their money, and get out of the way. They [old people] didn't want to admit, though, that they were neglected by their families. In fact, I know of one place where I worked. . . that the family put the mother in the hospital--supposed to be for a general checkup, and while she's in the hospital, they sold her home, over her head, sold another piece of property which she owned, and told the hospital to keep her, that they had no place to put her. And, she died in the hospital eventually. Well, in the older days the family looked after them [the older people]. But now, they just get rid of the old people as quickly as possible. But, they'll be treated the way they've treated the older people.

Break and Musical Interlude

Line
(Man) In one way, what can happen? I'm in my 80s. So I've drawn my pension quite a little while. I was only getting $75 a month. But, lately they've been raising it, raising it, raising it. . . so they give you 120 dollars and six cents. But, listen, what the Hell is a dollar worth today? A loaf of bread is 69 cents, 65 cents. Milk--now it's 54 cents. . . used to buy that for 29 cents. But, listen, I can't complain. I'm not ready to fight anybody. That's my trouble. People today are funny. The younger days a man wanted to work, he took a job. He expected very little. Me, myself, when I was a younger man, I worked to be a cutter. . . but then I worked ten hours

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a day, seven to six, and had to work six days a week to get a week's pay--15 dollars. And, come the end of the day, you were tired, you weren't fit to go out. It was a different life, a different world. I have a relation of mine living in Toronto, Ontario. And, he wants me to come and live there. But, I can't live there. Why every day in Toronto, Ontario, nobody knows you. Nobody looks at you. Everybody comes in cars and goes in cars. He goes to work, and she goes to work, and I'm left alone in the house. What can I tell them? I'd just have to say, I'm going to go back home. When I was younger, I was stronger, you know? But now I'm starting to feel a drag. I'm not happy. And my wife passed away, and now I became. . . I'm all alone. Very hard. Not so easy. I don't go out--I open my door and that's all. But I feel some day if I ever go packing, I'll go to Los Angeles, San Francisco, to a warm climate. I'm not happy. But, I can't go around telling everybody I'm not happy.

Break and Musical Interlude

(Woman) Well, of course it's better for many people if they can continue to work. It's better mentally and, of course, financially in lots of ways, but mentally, particularly. Because some of them, when they've retired, they feel they have nothing further to think about, and some of them don't even go outside the house. When they first brought out the pension, but, over such an age you couldn't get a job. You're too old, you can't go anywhere, and the government is to blame for a lot of that. They don't want you to go into a job and probably work four or five years, or even ten years, and they have to pay the pension. They want you to work awhile, that's why they want to employ the young, so they won't have to pay money back when you've only paid a little bit in. . . . Yeah, they feel they have nothing to do, that they're not interested in anything. So, they just sit. Most of them lost contact. [It's a] pretty lonely existence.

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Handout 19

FOLLOW-UP ACTIVITIES FOR THE FILMSTRIPS

1. Go into your community, interview three persons living on a pension. Try to tape-record your interviews. Compare your interviews with those of the people in the filmstrip about pensioners in Canada. What do you find?

2. Visit at least three nursing homes or homes for old people. Based on your observations made during the visits, do you agree with the people interviewed on the two filmstrips about such institutions more or less than before your visits? In what ways do you agree or disagree?

3. Write a story about a typical day in the life of an old maritimer in rural Canada. Use a diary format if you wish.

4. Write a story about a typical day in the life of a pensioner in urban Canada. Again, use a diary format if you wish.

5. Show the filmstrips to a group of senior citizens. Ask them for their reactions to the people interviewed.

6. Draw a picture of yourself at the age of 90. What will you be doing most of the time when you are that age?

7. Guess what the ages are of several people whose ages you don't know. Try to find out their actual ages. How accurate were your guesses?

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CRISIS IN CROSSROADS CITY

Crossroads City is a regional agricultural and transportation center located in the valley of a large river. Normally it is a relatively quiet town without major problems. Last week, however, the spring floods broke through the dikes above the town and Crossroads City was flooded, like several other cities and towns in the valley. Damage to houses and stores was extensive. Many streets are still flooded. Refugees from other towns which were completely washed away have been pouring into town. Hysterical crowds have looted stores to get food and clothing. Ordinary criminals, taking advantage of the confusion, robbed unattended stores and houses. Cholera has broken out.

With all these troubles the city had its problems compounded when a plane carrying the mayor, the police chief, and the coordinator of medical facilities crashed and burned upon landing at the municipal airport. For the last week the town has been missing three of its most critical officers. The city council immediately established a committee to draw up job specifications for the three positions. They began advertising for candidates. A number of applications have come in.

You have been asked to choose the best candidate. Time is running out. You must make these decisions quickly. But you can't afford to make a mistake. Crossroads City must have the very best leadership available in this time of crisis!

The city council has drafted the requirements for each position carefully. They see some of the qualifications as absolutely essential. Other qualities would be nice to have if the minimum requirements are already met. In fact, the difference between the best candidate and the next best candidates will be based on which one fulfills the most of this second kind of requirement.

You will be evaluated on the number of correct decisions made and the confidence with which you made them. The person getting the highest score will be judged as the best decision maker in your class.

After you select the best candidate, the acceptable candidates, and the unacceptable candidates according to the qualifications sheets, indicate how sure you are in judging each decision. If you say you are "very sure" and you are right, you get ten points for that answer; but you lose ten points if you are wrong. Similarly, if you say you are "somewhat sure" and you are right, you get 6 points (but lose 6 if you are wrong). "Somewhat unsure" gains and loses only 3 points and "very unsure" gains or loses only one point.

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FINAL INSTRUCTIONS

1. Remember there is a right answer, a best choice.

2. The only way to make the best choice is to follow the requirements mentioned on each of the job descriptions. You will find that the descriptions and the qualities differ from job to job. You may believe that there are other qualities more important than those requested. However, it is what the council has established as most important that determines which is the "right" candidate for the job.

3. Not possessing a particular quality will eliminate a candidate. A man or woman possessing all the minimal qualities will win if he or she also possesses most of the additional desirable but not essential qualities.

4. Your time is very limited. PLAN YOUR TIME SO THAT EVEN IF YOU CAN'T FINISH EVERYTHING, YOU CAN GET AT LEAST SOME OF THE ANSWERS RIGHT.

5. You get a maximum of 10 points for each of the five answers.

6. Begin when the teacher gives you the signal to start.

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EMPLOYMENT CODEBOOK

ITEM NUMBER	ITEM NAME	CODE NUMBER	CODE DESCRIPTION
1	Age	1	15-20
		2	21-29
		3	30-39
		4	40-49
		5	50-59
		6	60-69
2	Sex	1	male
		2	female
3	Height	1	4'6" to 4'11"
		2	5'0" to 5'4"
		3	5'5" to 5'10"
		4	5'11" to 6'3"
		5	6'4" and over
4	Weight	1	100 to 139 lbs.
		2	140 - 179
		3	180 - 209
		4	210 - 249
		5	250 - up
5	Build	1	slender
		2	medium
		3	stocky
		4	very fat
6	Doctor's evaluation of candidate's health	1	very poor
		2	poor
		3	fair
		4	good
		5	excellent
7	History of diseases	1	had two heart attacks
		2	blind in one eye
		3	missing one leg
		4	cirrhosis of the liver
		5	diabetes
		6	had cancer 5 years ago
		7	had scarlet fever
		8	had tuberculosis
		9	no reported serious physical problems

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ITEM NUMBER	ITEM NAME	CODE NUMBER	CODE DESCRIPTION
8	Mental Health	1	No reported problems
		2	Psychiatric help for depression some years ago; none since
		3	Now seeing psychiatrist weekly
		4	Now seeing psychiatrist daily
		5	Attempted suicide and now seeing psychiatrist because of it
		6	Is a heavy drinker
		7	Has mentioned to people that he/she sometimes feels depressed
		8	Psychiatric health survey shows unusual stability and health
9	Political experience	1	No political participation at all
		2	Occasionally canvassed for candidates just before elections
		3	Extensive volunteer work for several candidates
		4	Has run for office
		5	Past city council member
		6	Current city council member
		7	Two-term council member
10	Club membership	1	American Legion
		2	Science fiction book club
		3	Amateur drama society
		4	Boy scouts
		5	Kiwanis club
		6	Bridge club
		7	Great Books discussion group
		8	No membership
11	Marital Status	1	Never married
		2	1st marriage
		3	Divorced, not remarried
		4	Widow/widower
		5	Second marriage
		6	Third marriage
		7	Divorced, two prior marriages
12	Number of children	1	1
		2	2
		3	3
		4	4
		5	5
		6	6
		7	more than 6
		0	none
13	How long in present marriage	1	1 - 3 years
		2	4 - 7 years
		3	8 - 12 years
		4	more than 12 years

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ITEM NUMBER	ITEM NAME	CODE NUMBER	CODE DESCRIPTION
14	Driving record for past 3 years	1	3 parking tickets
		2	1 reckless driving
		3	1 running a stop sign
		4	1 drunken driving
		5	2 tickets for reckless or drunken driving
		6	1 ticket for reckless driving, one for drunken driving
		7	3 months in jail (suspended) for involuntary manslaughter while under the influence of alcohol
		8	5 tickets for moving traffic violations including 2 reckless driving and 1 drunken driving
		9	no report of any violations whatsoever
15	Criminal Record	1	6 mos probation for petty theft when he/she was 14 (juvenile)
		2	1 month in reform school for vandalism (juvenile)
		3	6 months (suspended) for assault and battery of wife
		4	1 year in prison for smoking marijuana
		5	2 years in prison (suspended) for embezzlement of company funds
		6	1 year in prison for involuntary manslaughter while driving under the influence of alcohol
		7	No reported criminal record

16 Credit rating (this is a general evaluation by a private investigating company of the risks involved in lending this person money. The poorer the rating the riskier it is to lend money to the candidate. Low ratings may be the result of low income, past missing of payment of debts, defaulting on debts, poor personal reputation among neighbors and co-workers.)

1	Excellent
2	Good
3	Fair
4	Poor
5	Bad

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ITEM NUMBER	ITEM NAME	CODE NUMBER	CODE DESCRIPTION
17	Credit investigator's report No. 1 (these are reports of what neighbors and co-workers said. They are not entirely reliable. They are not usually accepted unless two say similar things.)	1	Is a nasty neighbor with a bad temper
		2	A very respectable citizen
		3	I hardly know him. Never heard anything wrong about him/her.
		4	Has loud parties, dumps trash on neighbors' yard, swears
		5	Has loud fights with spouse, sometimes with neighbors
		6	Very hostile, never says anything nice
		7	Works hard to improve neighborhood
		8	Goes out of way to be nice and helpful
		9	I know candidate well. He/she is all right.
		0	No information available at this time.
18	Credit investigator's report No. 2	use same code as above (item 17)	
19	Credit investigator's report No. 3	use same code as above (item 17)	
20	Manual skills test (Shows how well candidate can work with hands)	1	Excellent
		2	Good
		3	Fair
		4	Poor
		5	Bad
21	Math test (how good with mathematical problems)	Same as code in Item 20	
22	Verbal test	Same as code in Item 20	
23	Accounting test	Same as code in Item 20	
24	Working with people	Same as code in Item 20	
25	Musical test	Same as code in Item 20	
26	Highest level of education	1	Did not finish high school
		2	Graduate from high school
		3	Less than 2 years of college
		4	Completed two years of college
		5	Graduated from college
		6	Master's degree (MA) completed
		7	Doctorate completed

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ITEM NUMBER	ITEM NAME	CODE NUMBER	CODE DESCRIPTION
27	High school major	1	Social studies
		2	Business
		3	Math
		4	Science
		5	Art/Music
		6	Vocational arts
28	High School grade average	1	1.9 or below
		2	2.0 - 2.4
		3	2.5 - 2.9
		4	3.0 - 3.4
		5	3.5 - 3.9
		6	4.0
29	Undergraduate College major	1	Government & Politics
		2	Business
		3	Police Science
		4	Public administration
		5	Chemistry
		6	Biology
		7	Economics
		8	Education
		9	Music
30	Undergraduate College grade average	Same as in Item 28	
31	College Undergraduate minor	1	Government & Politics
		2	Business
		3	Police Science
		4	Public administration
		5	Chemistry
		6	Biology
		7	Economics
		8	Education
		9	Nursing
		0	None declared
32	Instructor's letter of recommendation #1	1	Superior student
		2	Excellent student
		3	Good student
		4	Fair student
		5	Poor student
		6	Bad student
		0	None received
33	Instructor's letter of recommendation #2	Same as Item 32 code	

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ITEM NUMBER	ITEM NAME	CODE NUMBER	CODE DESCRIPTION
34	Instructor's letter of recommendation No. 3	Same as Item 32 code	
35	Major subject in graduate school	1	Government & Politics
		2	Business
		3	Police Science
		4	Public Administration
		5	Chemistry
		6	Biology
		7	Economics
		8	Education
		9	Medicine
36	Graduate school grade average	1	1.5 - 1.9
		2	2.0 - 2.4
		3	2.5 - 2.9
		4	3.0 - 3.4
		5	3.5 - 3.9
		6	4.0
37	Recommendation letter of instructor #1	1	Superior student
		2	Excellent student
		3	Good
		4	Fair
		5	Poor
		6	Bad student
		0	None received
38	Recommendation letter of instructor #2	Same as Item 37 code	
39	Recommendation letter of instructor #3	Same as Item 37 code	
40, 45, 49	Use this coding system to find the job type for items 40, 45, and 49		Medical Jobs
		01	Hospital orderly
		02	Para-medical technician
		03	Nurse
		04	Intern (doctor)
		05	Resident (doctor)
		06	Doctor, private practice
		07	Hospital Dept. Head (administration)
		08	Deputy Director of Hospital
		09	Director of Hospital

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ITEM NUMBER	ITEM NAME	CODE NUMBER	CODE DESCRIPTION
			Administrative and Clerical
		10	Clerical assistant
		11	Clerk/typist
		12	Secretary
		13	Administrative aide
		14	Junior Administrator
		15	Middle-level Administrator
		16	Middle-level hospital administrator
		17	Vice-president, small organization
		18	Vice-president, medium-sized org.
		19	President/Director, small org.
			Economic and Financial
		21	Assistant Bookkeeper
		22	Bookkeeper
		23	Junior accountant
		24	Accountant, small organization
		25	Head accountant, small org.
		26	Deputy Financial Off., medium org.
		27	Chief Financial Off., medium org.
		28	Chief Financial Off., large org.
			Security/Law Enforcement
		31	Night watchman, private
		32	City police patrolman
		33	Sergeant, city police
		34	Head, 20-man private security force
		35	Instructor, police science, local college
		36	Special Agent, FBI
		37	Lieutenant, City Police
		38	Captain, city police force
		39	Deputy Chief, city police force
			Education, Teaching, and Admin.
		41	Classroom teacher
		42	College instructor
		43	Assistant Professor
		44	Vice Principal (administrator)
		45	Associate Professor
		46	Professor
		47	Department Chairman (administrator)
		48	Principal (administrator)
		49	Dean (administrator)
			Other
		50	

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ITEM NUMBER	ITEM NAME	CODE NUMBER	CODE DESCRIPTION
41, 46, 50	Years job held	1	Less than 6 months
		2	6 months to one year
		3	Between 1 and 2½ years
		4	Between 3 and 4 years
		5	Between 4 and 6 years
		6	Between 6 and 10 years
		7	Between 10 and 15 years
		8	Between 15 and 20 years
		9	More than 20 years
42, 47 51	Number of men supervised by candidate	1	none
		2	3 or less
		3	4 - 10
		4	11 - 20
		5	21 - 30
		6	31 - 50
		7	51 - 100
		8	101 - 200
		9	over 200
43, 48 52	Evaluation of candidate by job supervisor	1	Superior
		2	Excellent
		3	Good
		4	Fair
		5	Poor
		6	Bad
44, 49 54	Job locality	1	In Crossroads City
		2	In same state
		3	In same region
		4	Other part of United States
		5	In a foreign country

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Round 1 CHIEF OF POLICE

The job of Chief of Police involves supervising and running a department of 55 officers and 14 civilians. While Crossroads City does not have the serious problems associated with the big cities, it does have many complex challenges to the law enforcement agency. Therefore, an above-average senior police officer with substantial experience is required for this job.

An absolute minimum set of requirements for all candidates will include: (1) Ten years or more experience in law enformcement, private security work, or police science studies. (2) At least 4 years experience in supervising 25 or more law enforcement officers and civilians. (3) Completion of at least two years of college with either a public administration or a police science major and a grade average of 2.5 or higher. (4) At least "good" evaluations from two of the last three supervisors of the candidate's work. (5) No adult criminal record. (6) No more than one ticket for a serious moving driving violation like drunken driving or reckless driving. (7) No physical problem which could be aggravated by the strain of such a difficult job such as no heart disease, ulcers, or physical health rating of less than "good." (8) A credit rating.

In addition to these minimum standards for the position of police chief, there are a number of other desirable qualities that we would hope a police chief would have. While each of them is not required, the more of the requirements that the candidate meets, then the better a candidate should be judged. These include: (1) Four or more years of college with a law enforcement or public administration degree. (2) At least two years of local experience during the last five years of work. (3) Experience as a police chief or other senior police official who supervised more than 50 law enforcement personnel. (4) Excellent or superior health with no history of any serious disease or medical problem, physical or mental. (5) No juvenile criminal record and no moving violations on driving record in past three years. (6) "Excellent" or "superior" ratings of last two supervisors from previous jobs. (7) "Good" or better credit rating. (8) Active in Scouts, American Legion, or other community organization. (9) No more than one unfavorable report about him from his neighbors. (10) Better than a 3.0 grade average in college.

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Round 2 COORDINATOR OF MEDICAL SERVICES

The job for Coordinator of Medical Services is a complicated one. Not only is he administratively responsible for the operation of the city hospital, he must also coordinate the activities of the private hospitals, the fire department rescue units, the Red Cross disaster relief program as well as volunteer outside aid that has come in because of the disaster. This job requires not only administrative ability but also a great deal of diplomacy and skill in working with people.

Absolutely required for this position is either an M.D. degree with five years experience in medical administration or a Masters degree in public administration with ten years experience in medical administration. Also essential is demonstrated ability to work with people as measured by at least "good" on the "working with people" skills test, at least "excellent" ratings by supervisors in the last two jobs held, and having at least three years experience as a director or deputy director or administrator of a large or medium-sized hospital.

In addition to these standards for a qualified candidate, there are several further qualifications. If the candidate fails to meet any one of these, no further consideration can be given an application. First, it has been decided that no candidate may have any serious health problem which might be aggravated by a high pressure job like this one. Specifically, any one with a history of heart disease, alcoholism, or suicidal tendencies will be disqualified. Second, since the job is going to be a greater-then-ordinary strain, any candidate must be certified to be in at least "good" health. Finally, since a qualified candidate should have an above-average work record, it is necessary to disqualify any candidate who received any "poor" or lower evaluations from any of his previous supervisors.

Besides these minimum essentials, there are a number of other desirable qualities that we would hope that a Coordinator would have. While each of them is not required, the more of the requirements that a candidate meets, the better he should be judged. These include: (1) Having at least eight years of medical administrative experience. (2) Having no adult criminal record. (3) Having a "superior" job rating at his previous job. (4) Having local experience with medical affairs for the past five years. (5) Having all "excellent" or "superior" ratings from graduate instructors in college. (6) Having no more than one credit investigation report that indicates anything other than that the candidate is a kind, generous, friendly, and helpful person. (7) Having "excellent" or "superior" health.

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Round 3 MAYOR

A mayor must be both a leader of the community and an administrator of the programs of the city. Mayors in this town are normally chosen from the city council. This ensures that they have political experience and familiarity with the problems of Crossroads City.

According to the selection committee the mayor must have the following qualities: (1) Local background--the last five years must have been spent in the city. (2) City council experience--no candidate will be considered if he does not have at least one term on the council though he need not currently be on the council. (3) At least five years of administrative experience of some sort. College training in politics, economics, or business or 10 years of administrative experience in business or government. In addition, no candidate will be allowed to have serious physical problems (heart disease, "poor" or "bad health") and mental problems which are currently being treated. Also, no candidate can qualify who has an adult criminal record, more than one less-than-"good" job recommendation, more than one ticket for drunk or reckless driving, or have demonstrated an inability to work with others as indicated by a score of less than "fair" on the "working with people" skills test.

We would also like to see as many of the following characteristics and qualities in our mayor as we can. The more of these qualities a candidate has, the better his chances are for being appointed to the position. They include: (1) "Excellent" or "superior" physical health. (2) Above a 3.0 college grade average (graduate and undergraduate). (3) "Excellent" or better job recommendations. (4) Having been married only once and not been divorced. (5) Having served more than one city council term. (6) Having more than eight years of administrative experience. (7) Having scored "good" or better on the "working with people" test. (8) No moving violations on driving record. (9) "Good" or better performance on the accounting skills test. (10) No negative comments from the credit investigators' reports. (11) Some formal training in economics or business. (12) No job ratings by supervisors which are "poor" or below.

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DATA SHEET: ROUND 1
POLICE CHIEF

Item	Candidate #1 Allen Hashimoto	#2 Martin Kennedy	#3 Patricia Robinson	#4 Alice Brown	#5 George Bogardus
1. Age	3	5	4	3	5
2. Sex	1	1	2	2	1
3. Height	3	5	2	2	4
4. Weight	2	4	1	1	3
5. Build	2	2	2	2	3
6. Overall Health	5	5	3	4	5
7. History of Diseases	9	9	6	9	9
8. Mental Health	1	8	2	7	6
9. Political Experience	2	1	1	1	1
10. Club Membership	8	1	8	8	1
11. Marital Status	1	3	5	1	2
12. Number of Children	0	2	0	0	3
13. Years of Present Marriage			1		4
14. Driving Record	2	9	9	1	5
15. Criminal Record	7	7	7	7	7
16. Credit Rating	2	4	1	3	5
17. Credit Report #1	2	1	3	3	5
18. Credit Report #2	8	6	8	2	3
19. Credit Report #3	9	3	9	7	3
20. Manual Skills Test	1	2	1	2	3
21. Math Test	2	3	3	4	2
22. Verbal Test	2	2	2	4	2
23. Accounting Test	4	4	3	5	3
24. Working with People Test	2	4	2	3	4
25. Musical Test	5	5	4	4	5
26. Highest Educational Level	5	5	4	5	6

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Item: Round 1		#1	#2	#3	#4	#5
27. High School Major		3	4	1	2	1
28. High School Grade Average		4	4	4	3	4
29. Undergrad. College Major		3	3	3	3	3
30. Undergrad. College Average		4	5	3	4	5
31. Undergrad. Minor		1	1	0	1	1
32. Undergrad. Instructor Letter #1		2	2	3	0	2
33. Undergrad. Instructor Letter #2		1	1	4	0	2
34. Undergrad. Instructor Letter #3		1	3	4	3	3
35. Graduate Major		3				4
36. Graduate Grade Average		4				4
37. Grad. Instructor Letter #1		3				2
38. Grad. Instructor Letter #2		2				3
39. Grad. Instructor Letter #3		3				3
40. Type Job	Most recent job	35	38	37	33	38
41. Years Held		2	3	5	6	5
42. Number Supervised		1	7	6	4	7
43. Supervisor's Evaluation		3	2	1	4	2
44. Job Locality		2	2	2	1	3
45. Type Job	Next to last job	37	37	33	32	37
46. Years Held		5	4	6	4	4
47. Number Supervised		6	5	3	1	5
48. Supervisor's Evaluation		3	2	2	3	1
49. Job Locality		1	2	2	1	3
50. Type Job	2nd last job	33	33	32	11	33
51. Years Held		4	4	4	2	4
52. Number Supervised		3	3	1	1	4
53. Supervisor's Evaluation		1	1	2	4	1
54. Job Locality		1	2	2	1	3

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DATA SHEET: ROUND 2
COORDINATOR OF MEDICAL FACILITIES

Item	Candidate #1 Robert Warren	#2 Arthur Washington	#3 Peter Romero	#4 Ann Baker	#5 John Parker
1. Age	3	4	4	5	5
2. Sex	1	1	1	2	1
3. Height	4	3	2	3	4
4. Weight	3	3	2	2	3
5. Build	2	3	2	3	2
6. Overall Health	5	4	5	4	4
7. History of Diseases	9	9	7	2	8
8. Mental Health	2	3	3	1	8
9. Political Experience	1	1	2	3	1
10. Club Membership	8	6	2	1	4
11. Marital Status	1	5	6	1	2
12. Number of Children	0	1	4	0	2
13. Years of Present Marriage		1	2		4
14. Driving Record	2	2	9	9	5
15. Criminal Record	1	3	7	7	7
16. Credit Rating	1	3	5	2	2
17. Credit Report #1	2	9	4	1	1
18. Credit Report #2	3	5	3	2	4
19. Credit Report #3	7	0	8	3	6
20. Manual Skills Test	1	1	3	2	3
21. Math Test	2	3	2	3	3
22. Verbal Test	2	3	2	3	3
23. Accounting Test	3	4	1	2	1
24. Working with People Test	2	2	1	1	2
25. Musical Test	4	2	5	5	5
26. Highest Educational Level	7	7	6	6	6

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Item: Round 2		#1	#2	#3	#4	#5
27. High School Major		4	4	2	4	4
28. High School Grade Average		6	5	4	4	4
29. Undergrad. College Major		6	5	6	9	1
30. Undergrad. College Average		5	5	4	3	4
31. Undergrad. Minor		5	6	1	5	5
32. Undergrad. Instructor Letter #1		1	3	3	3	3
33. Undergrad. Instructor Letter #2		1	2	3	2	4
34. Undergrad. Instructor Letter #3		2	1	2	4	2
35. Graduate Major		9	9	4	4	4
36. Graduate Grade Average		5	4	5	4	5
37. Grad. Instructor Letter #1		1	2	2	3	3
38. Grad. Instructor Letter #2		2	3	2	2	3
39. Grad. Instructor Letter #3		1	2	1	3	2
40. Type Job	Most recent job	07	08	08	08	08
41. Years Held	Most recent job	4	4	6	6	6
42. Number Supervised	Most recent job	5	8	8	8	8
43. Supervisor's Evaluation	Most recent job	1	2	2	2	3
44. Job Locality	Most recent job	1	3	1	2	3
45. Type Job	Next to last job	05	07	16	16	16
46. Years Held	Next to last job	4	4	6	6	6
47. Number Supervised	Next to last job	3	5	7	7	7
48. Supervisor's Evaluation	Next to last job	1	2	2	1	2
49. Job Locality	Next to last job	1	3	2	2	3
50. Type Job	2nd last job	04	05	14	03	14
51. Years Held	2nd last job	3	4	4	6	4
52. Number Supervised	2nd last job	1	3	3	5	3
53. Supervisor's Evaluation	2nd last job	1	1	1	1	2
54. Job Locality	2nd last job	1	3	3	2	3

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DATA SHEET: ROUND 3

MAYOR

Item	Candidate #1 Martha Clark	#2 Jasper Potter	#3 Ivan Petrovich	#4 Kenneth Babcock	#5 Faye Boulanger
1. Age	2	4	4	3	4
2. Sex	2	1	1	1	2
3. Height	1	4	3	3	2
4. Weight	1	2	2	4	3
5. Build	2	1	2	4	2
6. Overall Health	5	3	5	2	4
7. History of Diseases	9	7	9	1	[illegible]
8. Mental Health	1	2	8	2	1
9. Political Experience	6	5	7	7	7
10. Club Membership	7	5	7	3	3
11. Marital Status	7	4	5	1	2
12. Number of Children	0	5	2	0	3
13. Years of Present Marriage			4		4
14. Driving Record	2	9	3	9	
15. Criminal Record	7	7	7	7	
16. Credit Rating	3	2	1	1	
17. Credit Report #1	1	1	2	2	
18. Credit Report #2	7	6	7	2	
19. Credit Report #3	8	0	8	8	
20. Manual Skills Test	3	3	4	4	
21. Math Test	2	2	2	1	
22. Verbal Test	1	2	1	1	
23. Accounting Test	2	4	3	1	
24. Working with People Test	2	3	2	2	
25. Musical Test	2	5	5	3	
26. Highest Educational Level	5	5	7	6	6

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Item: Round 3		#1	#2	#3	#4	#5
27. High School Major		1	2	3	2	2
28. High School Grade Average		4	3	6	5	4
29. Undergrad. College Major		1	2	1	2	4
30. Undergrad. College Average		4	2	5	5	4
31. Undergrad. Minor		7	8	7	7	1
32. Undergrad. Instructor Letter #1		1	4	1	2	3
33. Undergrad. Instructor Letter #2		3	5	1	1	3
34. Undergrad. Instructor Letter #3		4	4	2	2	2
35. Graduate Major				1	2	2
36. Graduate Grade Average				5	5	5
37. Grad. Instructor Letter #1				2	2	2
38. Grad. Instructor Letter #2				1	3	2
39. Grad. Instructor Letter #3				1	2	1
40. Type Job	Most recent job	15	15	47	27	17
41. Years Held		5	4	6	6	5
42. Number Supervised		5	5	3	5	5
43. Supervisor's Evaluation		2	3	5	1	1
44. Job Locality		1	2	1	1	1
45. Type Job	Next to last job	13	14	46	26	15
46. Years Held		5	6	4	5	5
47. Number Supervised		1	3	1	5	3
48. Supervisor's Evaluation		1	3	1	1	1
49. Job Locality		1	1	1	1	1
50. Type Job	2nd last job		13	43	24	14
51. Years Held			5	4	3	2
52. Number Supervised			1	1	2	3
53. Supervisor's Evaluation			3	1	1	1
54. Job Locality			1	1	3	1

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Handout 21

AGING WITH GRACE

Growing old is no picnic no matter where you live, but it's a fact that some cultures offer more to look forward to with advancing age than others. In the communal Israeli kibbutz, for example, old folks needn't worry about food, clothing, or roof over their head or the doctor's bill. Regardless of their financial contribution to the community, they all know the comfort of total material security.

"In this society, it is possible to investigate the effects of aging and to separate these effects from those of poverty, lack of transportation, enforced idleness and the other concomitants of aging in the Western world of free enterprise," says Harold J. Wershow of the University of Alabama in Birmingham, who visited five of Israel's long-established kibbutzim and talked with 45 percent of their vitikim (veterans)--a total of 137 oldsters.

MORE MENTAL WORK. Although the old folks obviously retain their usefulness, aging does have its occupational drawbacks. In a society where agrivulture is the highest calling, old hands must give way to stronger backs and more nimble fingers. Most vatikim, then, find themselves in the less prestigious service occupations--doing laundry, home repairs, food and clothing preparation. "Even though downgraded and required to work no more than three hours daily, 48 percent of the men and 21 percent of the women work six hours or more and only the most disabled are retired," Wershow reports. Only one man complained that he didn't like his work at all. A former foreign ambassador for Israel, age had relegated him to menial labor.

Despite this, Wershow found his subjects "generally alert, interested, healthy, younger than their chronological age would indicate, and physically vigorous." Compared to other samples of the aged, far fewer rated their health as poor while a greater percentage considered themselves in good or excellent health than among Israelis in general. What's more, 15 percent of the men and 3 percent of the women identified themselves as health faddists who never made use of available health services. Wershow suggests that their unusually sound bodies and minds may be attributable to "the rigorous selection process that drove or killed off many more people than survived to the present relatively affluent society of the older kibbutzim."

Some of Wershow's subjects had followed the communal life style for 30 years and more, their survival in the kibbutz seemingly likned to such personality traits as stubbornness, pride, and individuality. The proportion of non-marrieds is greater than that of the Israeli population, probably as a reaction against "the traditional, tightly knit Jewish family and the bourgeois enslavement of women," Wershow believes. Friendship, too, is dispensable; 18 percent of the men and 7 percent of the women said they had never had a close friend. Due to the politicalization of nearly everything in their daily lives, "almost everyone has engaged in bitter ideological warfare with almost everyone else," says Wershow.

HUMANE TREATMENT. Still, there is feeling among the people of the kibbutzim. One oldster, a pioneer in his time, was being replaced by younger, better educated men, and the secretary of the kibbutz wanted some suggestions on how to soften the blow. "Why not give him a farewell banquet and a gold watch?" offered Wershow. "We can't do that!" exclaimed the secretary. "If we do not employ more humane methods than the rest of the world, what reason is there for the kibbutz?"

From "The Venerable Vatikim," *Human Behavior Magazine* (December 1974), p. 71. Copyright c 1974 *Human Behavior Magazine*. Reprinted by permission.

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Handout 22

AGING WITH DISGRACE

One-third of all suicides in this country occur among those over 65--the rate is 45.9 per 100,000--the highest in the world.

Sociologists report that most of the suicides involving old people stem from loneliness, miserable living conditions, and economic worries.

Of the deaths caused by fire in this country, 40% involve the elderly.

About 660,000 older people now live alone--a circumstance unheard of in this country 35 years ago.

A young girl of marriageable age recently summed up her qualifications for an eligible boyfriend as one who has "a house, a car, and no old lady." Her views are believed to be shared by many her age.

After World War II, there was a great rush to the cities for jobs.

The average family size has shrunk from 4.9 members to 3.7 in the last five years.

Life expectancy has risen from age 47 to about age 72 in the last 25 years.

The aged in the rural areas tend to live more with their children than those in the urban areas.

Nursing homes are becoming more and more commonplace as institutions to house old people in this country.

Many companies are demanding retirement at age 55.

Three-fourths of the aged in this country have little or no income at all.

There is some recognition on the part of public officials for the need for political and social action programs concerning problems of the aged.

In the "old days," there was reverence for the aged in this country but such reverence is rapidly disappearing.

WHICH COUNTRY IS THIS?

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Handout 23

COUNTRY A

This small, mountainous society is relatively isolated from surrounding peoples and countries. Generally speaking, elderly people in this society live with their families--sons, daughters, in-laws, cousins, aunts, uncles, etc. There are no social welfare programs for the aged, because the family is expected to take care of the health and general well-being of its older members.

Older people spend a great deal of their time doing just what others in the community do--working, farming, doing family chores, and helping with the day-to-day tasks that make the family and the society function. In other words, it's very difficult to tell the young from the old in this society in terms of what they do; they do pretty much the same kinds of things. Older people are, of course, less active physically than younger people.

Elderly people play a prominent role in making political decisions in the community. They are looked up to for their wisdom and their decisions about how the local communities should be run. Their knowledge is considered to be more valid than the knowledge of younger, less-experienced members of the community.

Since the region is quite hilly, elderly people stay physically active until quite late in life. Simply to get from one point to another requires climbing hills, negotiating steep grades, and walking many miles.

The economic mainstay of the country is farming. Life may be considered "hard" by outsiders from highly industrialized countries because of its physical demands, but the land is fertile and people in the country generally feel that they receive a good return from the land for the work they put into it.

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COUNTRY B

This highly industrialized society has most of its elderly people residing in cities apart from their families, either alone or with other elderly people. Family in this country is usually regarded as mother, father, and children; grandparents are generally excluded from either residing with or having much to do with them. Most elderly people live by themselves in single family dwellings or in apartments. There is an increasing trend towards reliance on institutional care (nursing homes) for the elderly when they can no longer by physically self-reliant. Currently, about 10% of all people 65 and older live in such homes for the aged.

Many elderly people remain active in their communities, but they must take the initiative to do so. In other words, old people are not openly encouraged to stay active and involved with other members of the society.

Most companies have set a mandatory retirement at age 65. Hence, older people must rely heavily upon government programs and individual savings to sustain them during their later years. Adequate health care coverage is of utmost importance to the elderly. Women over 65 greatly outnumber men the same age.

There seems to be a distinct difference between the kinds of activities one would find old people engaged in and those one would find younger people engaged in. Since retirement is generally at age 65, many older people find it a time in which they have to learn to "restructure" their lives, to fill hours via their own initiative.

As an economic group, the elderly are poor compared to other age groups. It is rare, except in rural areas, to see much financial support offered by relatives. This is largely due to the financial burdens faced by the nuclear family--it has its own problems, in other words.

Elderly people generally do not play an active part in making political or economic decisions in their communities. Their opinions are not sought for nor do they serve the role of educating the young. Most learning and knowledge is considered to be contained in books and in the media--not within the minds and experiences of old people.

The elderly share several basic health and survival problems. Consequently, "golden age" clubs have emerged to give discount rates on public transportation, social security has become the mainstay of the elderly's economic existence, and health care is being provided for more and more by the government.

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COUNTRY C

In this society the main concern of all its members is day-to-day survival. The activities of young and old alike center around the gathering and consuming of food. Elderly people live with their children, but are pretty much expected to fend for themselves. Old people are generally treated as "equals," although they are not especially revered for their age. Quite a number of older people serve on the community councils where decisions are made about laws and how the government is run.

There are no government programs as we know them (Medicare, Social Security, etc.). Government is mainly concerned with maintaining law and order, and with how to try to get food gathered and distributed as evenly as possible.

The society needs the resources of all of its members to survive. There is a constant struggle to "keep body and soul together" and unless everyone helps, the people will surely face extinction. However, when it comes to the day-to-day problems of acquiring food, people pretty much act with a "survival of the fittest" attitude--whoever gets food keeps it from the others, eats it, and stays alive.

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COUNTRY D

This country is a highly industrialized, urbanized society that provides a large number of government and social welfare programs for the aged. Much attention has been focused on the elderly simply because they comprise such a large proportion of the society--15% of this country's people are 65 and older.

Generally speaking, elderly people do not live with the other members of their families. A great percentage live with other older people in retirement villages. Nursing care, transportation, health care, etc. are taken care of by the government. It is rare to find older people involved with the rest of society, however. They are pretty much considered and treated as a separate group with their own interests and problems.

The elderly in this country are not looked up to because they are old. Knowledge and wisdom are considered the contents of books and libraries.

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Handout 24

THE IDEAL SOCIETY FOR THE AGED

Where do the aged live in your ideal society?

How do the aged spend their lives?

How much of the everyday life of the rest of society are old people involved in? That is, do they spend most of their time with members of their own age group or with members of all age groups?

How do the aged get along economically? That is, who supports them and how?

How do the other members of your society feel about old people? And, how do they show their feelings?

What social services and government programs does your society provide for the elderly?

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EVALUATION QUESTIONNAIRE

The Center for Teaching International Relations is interested in receiving your comments regarding these materials. Please fill out this questionnaire and return it to the address below.

1. Which of the activities in Teaching about Aging did you find most useful, and why?

2. Which of the activities did you find least useful, and why?

3. What suggestions do you have for improving this unit?

If you have materials on aging that you or your school district have developed and wish us to look them over and consider them for publication, feel free to send us copies.

Center for Teaching International Relations
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